

JUL 28 1926

ROOM  
GENERAL LIBRARY  
UNIV. OF MICH.

# Child Welfare Magazine



August, 1926

---

Broken Children

The Years Before School

Vacations or Vacuities?

How Safe is Your School?

Water Sports

Sunshine and Health

Teaching Summer Safety

---

*Official Publication of the*  
NATIONAL CONGRESS OF PARENTS AND TEACHERS

### Even the Little Child Wants Books!

But picture books and story books should be properly chosen for the three-year old, the four-year old and the five-year old.

To help you do this, send for

#### THE CHILD'S FIRST BOOKS

A book list and pamphlet published by the Child Study Association. Foreword by Dr. Arnold Gesell. Over four hundred titles, including some foreign picture books.

#### CHILD STUDY ASSOCIATION OF AMERICA

509 W. 121st Street

New York City

### SAVE

#### Time and Trouble!

So often weeks slip by before we do things we intended to do yesterday. Don't you find it so, especially in renewing subscriptions?

Avoid missing issues by taking advantage of this special offer.

*Two years, \$1.75; Three years, \$2.25*

#### CHILD WELFARE MAGAZINE

5517 Germantown Avenue  
Philadelphia, Penna.

## STUDY CHILD TRAINING

### KINDERGARTEN AND PRIMARY

normal. Also child training for future home needs.  
Accredited College. Student Residence. Demand for graduates.  
Apply for CATALOG.  
Chicago Teachers College, 701 Rush St., Chicago

### A NEW VOLUME

Do not fail to subscribe promptly to secure the first copy of the new volume—September number—of

#### CHILD WELFARE MAGAZINE

5517 Germantown Ave. Philadelphia, Pa.

*Plan to keep each number and bind them at the end of the year*



*Founded by Benjamin Franklin in 1788*

#### FRANKLIN PRINTING COMPANY

514-520 LUDLOW STREET  
PHILADELPHIA

## MAKE THE KIDDIES HAPPY

### Give Them a Place to Play

Just a few short years, then those youngsters will have to face the world. Make these years happy for them by giving them a safe, correctly designed playground. Such a playground is not hard to start. Write for Catalog M-9 and Booklet "Planning a Playground" which shows many ways of raising funds for this laudable purpose.

## MEDART

PLAYGROUND EQUIPMENT

is designed to give children the exercise they need in a form they will enjoy. It is sturdy, strong, built to last

FRED MEDART MFG. CO.  
POTOMAC AND DEKALB STS.  
ST. LOUIS, MO.

New York    Pittsburgh    Cleveland  
Detroit    Chicago    Los Angeles  
San Francisco



*In writing to Advertisers, please mention CHILD WELFARE MAGAZINE*

# Child Welfare Magazine

OFFICIAL ORGAN OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

PUBLISHED MONTHLY BY THE CHILD WELFARE COMPANY, INCORPORATED  
EXECUTIVE AND EDITORIAL OFFICES: 5517 GERMANTOWN AVE., PHILADELPHIA, PA.

VOL. XX

AUGUST, 1926

No. 12

## CONTENTS

	PAGE
A LETTER FROM PRESIDENT COOLIDGE . . . . .	690
BROKEN CHILDREN . . . . . <i>Judge Camille Kelley</i>	691
FIVE MONTHS' DIFFERENCE . . . . . <i>V. S. M.</i>	694
TEACHING SUMMER SAFETY UPON THE PLAYGROUND . . . . . <i>Earl J. Reeder</i>	697
THE YEARS BEFORE SCHOOL—PART II . . . . . <i>Bernice F. Van Cleave</i>	701
WHAT TO SEE . . . . . <i>Elizabeth K. Kerns</i>	703
EDUCATION IS GUIDED GROWTH . . . . . <i>Joy Elmer Morgan</i>	705
THE CONGRESS AT THE SESQUI-CENTENNIAL . . . . .	706
VACATIONS OR VACUITIES . . . . . <i>Mary S. Haviland</i>	707
BOOK PAGE . . . . . <i>Winnifred King Rugg</i>	709
WATER SPORTS . . . . . <i>Playground and Recreation Association</i>	711
PICNIC RECREATION . . . . . <i>Playground and Recreation Association</i>	714
PUTTING THE SUN INTO SUNDAY . . . . . <i>Loie M. Brandom</i>	716
SUNSHINE AND HEALTH . . . . . <i>Alice Fisher Loomis</i>	717
PLAY AND PLAY SPACES . . . . . <i>American Child Health Association</i>	720
FORM FOR SAFETY SURVEY . . . . . <i>National Safety Council</i>	722
HOW SAFE IS YOUR SCHOOL? . . . . . <i>Florence Nelson</i>	723
THE SHY CHILD . . . . . <i>Marion M. Miller</i>	725
THE STUDY OUTLINE . . . . . <i>Child Study Association of America</i>	726
ANSWERING CHILDREN'S QUESTIONS . . . . . <i>Cecile Pilpel</i>	726
OUR NEW YEAR . . . . . <i>Margaretta Willis Reeve</i>	729
EDITORIAL . . . . . <i>Mary L. Langworthy</i>	730
ROUND TABLE—COMMITTEES AT WORK . . . . . <i>Edna B. Roe</i>	731
STATE NEWS . . . . .	734

Entered as Second-Class Matter, August 21, 1922 at the Post Office, Philadelphia, Pennsylvania, under Act of March 31, 1879

## Subscriptions

\$1.00 a year in U. S., Colonies and Mexico—\$1.25 in Canada—\$1.50 in Foreign Countries

SINGLE COPY, 10 CENTS

Notice of change of address must be given 1 month in advance and must show both old and new addresses

### ASSOCIATE EDITORS

MARTHA S. MASON  
MARY L. LANGWORTHY  
LAURA UNDERHILL KOHN

### EDITOR

M. W. REEVE

### CONTRIBUTING EDITORS

JOY ELMER MORGAN  
WINNIFRED KING RUGG  
AIDA DEACOSTA ROOT

COPYRIGHT, 1926 BY THE  
CHILD WELFARE COMPANY, INC.

THE CHILD WELFARE MAGAZINE IS A MEMBER  
OF THE EDUCATIONAL PRESS ASSOCIATION OF  
AMERICA AND IS PUBLISHED IN ACCORDANCE  
WITH THE STANDARDS OF THAT ORGANIZATION

THE WHITE HOUSE  
WASHINGTON

May 1, 1926.

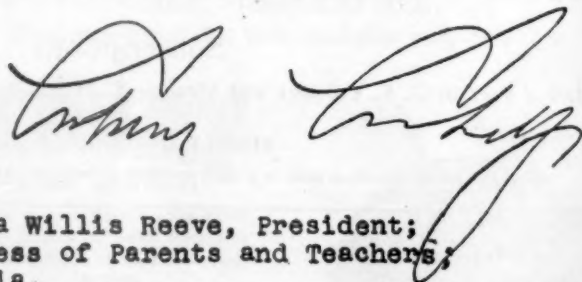
My dear Mrs. Reeve:

Please extend my greetings to the members of the National Congress of Parents and Teachers and my best wishes for the success of their work.

One of America's great needs today is for fathers and mothers who can and will train their boys and girls properly and guide them successfully through the formative years. More and more we are coming to realize that parenthood requires preparation for its sacred and important duties.

It is encouraging to note the growth of interest in the business of being a parent. Your organization can do much to insure fine citizenship for the future by exalting and preaching the duties of a consecrated parenthood.

Very truly yours,



Mrs. Margaretta Willis Reeve, President;  
National Congress of Parents and Teachers;  
Atlanta, Georgia.



# Broken Children\*

BY JUDGE CAMILLE KELLEY

*Juvenile Court, Memphis, Tenn.*

NOT only is it a privilege to speak to this convention, but it is also a privilege to be given such a subject—Broken Children. If we could mend our broken children and safeguard against the breaking of those now whole, we would conquer most of the sin and much of the sorrow of the universe.

In what better hands could the healing or mending be, than in the hands of the parents and teachers of the country? God has given mothers the very first responsibility with the child and now in fraternal organization we stand ready to carry on. It is the mother who gives the child his or her first morsel of food, steadies his first step, teaches him his first evening prayer and breathes into his heart the understanding of right as against wrong.

Let us divide our subject into three parts. Children become broken—*physically, mentally and spiritually*. We will consider moral and spiritual as one at this time. Children become physically broken from disease, under-nourishment, poverty, and inherited taint.

Lightly touching these sub-heads, we will take first, disease. Many of our children get a late start in school or a handicapped physical condition keeps them from running the race of life evenly. We might mention here that Dr. Hoke of Atlanta is doing a great deal toward giving the crippled child a chance, and everywhere we find the dark places becoming bright because of earnest workers. Undernourished children soon become broken. Poverty breaks the childhood of a community to a great degree. There came before us not long ago the case of a little girl whose actual food privation caused tuberculosis to set in before the Juvenile Court had a report on the neglected condition.

Inherited taint—this is one of the most insidious causes of broken children; blind babies, warped mentalities, distorted bodies, and unhappy hearts. The gruesome curse of inherited blood taint and its hereditary ramifications are too well known to require amplification at this time. Likewise drunkenness of parents, and similar vices and indulgences are too familiar to every social worker, "as a cause," to require more than mention.

Consider for a moment the things our great Parent-Teacher Organization has already done on the protective side for the physically broken child, to keep other precious children from going the same route. We have dietitians in the schools, well aired and well lighted school rooms, open air schools, visiting teachers, social service funds for children, to supply them with clothing, lunches, etc.; we have rest rooms, first aid, physical training, lunch rooms and playgrounds. Where the Boards of Education have been instrumental in placing these advantages in the schools, it has been largely because of the work of the Parent-Teacher Association and later the Educational Boards have caught the vision and acted. This is almost invariably true.

## BROKEN MINDS

Then comes our mentally broken child. This is a more difficult problem to handle than the physically broken. The feeble-minded or the sub-normal child is not able to cope with others and is often led into evil, is punished or embarrassed, when a different setting and environment would have saved him from destruction. Often hand training makes a good citizen of a sub-normal child where scholastic advancement is not only impossible but the struggle for it brings unhappiness or nervousness.

\* Address delivered at the Annual Convention, National Congress of Parents and Teachers, May 5, 1926.

The super-intelligent or precocious child, the child who, under classification, registers above a hundred per cent, is often broken because there is no provision made in our school systems for the over-bright mind. I have known many cases of children, who, having learned their lessons with ease, will get into mischief because of idleness, when if we prepared rooms for the super-intelligent as we do for the sub-normal we would not only save these children but would educate leaders in every line to take over the affairs of the world. These are our "ten talent" children and we recognize that we are highly responsible for their protection. If we save the cripple, the sub-normal, and the defective all along the line and neglect our super-child, what will the next generation be?

Allow me to ask each Parent-Teacher member present to go back to your respective community and try to get something definite done for the super or over-bright child, for this, in my opinion, is where we are most neglectful.

#### BROKEN MACHINERY

Then, the handicapped, blind or dumb child is more mentally broken than physically, though often both, because in a sense, these are our shut-in children. One of the most serious errors in our present system is that some of our states provide for a "deaf school" or a "blind school" and the little folks who are thus handicapped must be picked up and taken away from their homes and their mothers nine months in the year, to be educated. This sensitive shut-in child needs home and mother even more, if possible, than the normal child. Should we not have class rooms in our public schools for our deaf, our dumb, our blind, our sub-normal and our super-intelligent children? The Parent-Teacher members in Memphis, Tennessee, are paying half of the expense of the teacher to carry out this plan of home schools for the less fortunate.

Let us, as Parent-Teachers, urge mental examination in order that we may classify children and give them balanced mental as well as physical rations. Why should we sustain body and not mind when they are

the two rails of the track? Both are necessary if we would bring our steaming engine to its station in safety.

#### BROKEN SOULS

Now look at the spiritually or the morally broken child. This is our "Slough of Despond." This is where discouragement, bitterness, sin, and unhappiness descend like a black cloud. This is where we find the greater part of our delinquent children. Often our dependent children are simply the result of adult selfishness, weakness, sin, and dissipation. When children look into our faces and see no reverence, no faith, no spiritual poise, nor moral strength, they cripple and fall and the sin is upon our shoulders.

In the domestic relations division of the Memphis Juvenile Court not long ago, a man was on trial for the non-support of his wife and his little girl. After being condemned by his wife for not having supported the family, the man rose and clasped his hands sanctimoniously, lifted his eyes and said, "Judge, if I was not the best man in the world I could never have lived with that woman as I have. She has beaten me with stove wood, she has scalded me—" I stopped him and turned to the wife, "Have you ever scalded this man with hot water"? She, too, with all the air of an over-pious person, said, "No, Judge, I hope the Lord will strike me dead if I ever scalded that man with hot water." The little daughter, thirteen years of age, leaned over and in a half whisper said, "Mother, don't you remember the hot coffee"? The mother turned almost in a rage toward the daughter and said, "The Judge never said a word about hot *coffee*; she asked me about *hot water*."

Oh, friends, what kind of moral and spiritual development could we expect from this little girl, who saw the self-righteous attitude of a father who had failed to support his family and who heard the half lie of the mother?

#### BROKEN HOMES

Broken homes throw many little children into the arms of the Juvenile Court.

Only eight children out of every hundred are problem children, according to the statistics taken from the schools, and yet seventy-five per cent of the crime committed in the United States is committed by boys under the age of twenty-five. We censure children for not expressing more good. We complain that we spend ten billion dollars a year for crime, when the weight of our effort is on the wrong side of the scale.

The headlines blaze with "Boy Bandit" and "Child Robber," and many advise severe discipline for the culprit, but Juvenile Courts do not try offensive standing alone; it is not a matter of "guilty" or "not guilty." It is a study. It is the working out of a problem. The law demands the consideration of the "best interest of the child." Juvenile Courts are the reverse of Criminal Courts. Criminal Courts are organized primarily for the protection of society, while Juvenile Courts are instituted and organized for the protection of the individuals against themselves and society. Juvenile Courts make home investigations, find what the environment is, what the father does to give opportunity to his children, what the mother has taught in the home, what the educational advantages have been, and what the religious training has been, and last but not always to be considered, the intent of the individual.

It isn't that the youth of this generation is wicked; it is more that sin is uncovered and that adults willingly spend more toward insane asylums, workhouses and jails than for the preventive measures such as Juvenile Courts, child welfare boards, probation officers in Federal, Circuit, as well as Juvenile Courts, and adequate educational facilities everywhere.

We cannot stem the tide of crime or check the speed of this age by throwing up our hands in holy horror or by crying "peace, peace where there is no peace." It is like standing on the edge of the ocean and begging the waves to abate their onward rush, to try to persuade our youth to go back to the gait of a hundred years ago. What we want to teach our children is to speed on but that every step leads them closer to God, that the facilities or instru-

ments for the development of a higher civilization are for the making of a better world, and that after all, this is God's world.

We are not discouraged. There are one million members to this great organized body of parents and teachers. It is our college of parents today. There is more being done for the young generation today than ever before in history. More young people's church work, more recreational development, Boy and Girl Scouts, Girl Reserves, Student Clubs, etc., more child welfare activity and more universal interest in child protection. The world is awake and we see the need.

#### BUILDING PLANS

May I recommend several definite pieces of work to the Congress of Parents and Teachers for their coming year?

First, try to influence the Boards of Education in your respective communities to establish special classrooms for handicapped children, in order that they shall not be removed from the personal care of their mothers and the environment of their homes.

Second, endeavor to put some definite program across for the over-bright child.

Third, appoint Juvenile Court Committees in the communities where you have Juvenile Courts and help in the establishment of Juvenile Courts where there are none. We must have social courts, courts of conscience, for children, and not hurl them into our Criminal Courts to be broken and destroyed during the impressionable ages of child life.

Fourth, in our legislative committees let us urge the registration of dependent children when they are placed out for adoption, in order that they may not be lost like puppies or kittens that are given away for convenience.

If two mothers were living side by side, each with two children, one mother owning a farm and the other mother owning nothing but her two children, and should both mothers be killed in an automobile accident, you could not dispose of the farm, in the family where there were property rights to protect, until the children were twenty-one years of age. However, you could take the

two children of the family which own no property and give them away to people in different states and when they reached their majority, no one would be able to tell them what had become of their blood relatives. This is a crime. I would not ask that we tell drunken fathers where foster-parents live who shelter little children. I would not ask that they change the protective measures now in vogue, but I would say that every person or society touching a child should register a transfer in a Court, to be held in a confidential file, so that the brother or sister of such child, when grown, could appear before the Court and it should be in the discretion of the Judge to state whether or not the relation was worthy to know the whereabouts of the other members of his or her family. Many states may now have such laws, but many have not, and daily little children are being broken because of it.

Now, friends, let us rejoice that we have gone far along the road in these matters, for the protection of children. We have beautified the school rooms, we have put playground apparatus on the grounds, rest rooms in school buildings, provided lunches, dental clinics, libraries, and in some places Child Guidance Clinics. We have a few special class rooms for defective or sub-normal children. We have come closer to the teachers of our boys and girls. We have put the personal, human, tender touch into the educational systems of the world.

Let us resolve to get all the parents in our United States into the community center called the school house, and make them members of our great Parent-Teacher family. Let us get these new members to "watch with us one hour," each month, over the child problem, and we will gather the broken children and many will be made whole.

## "Five Months' Difference"

BY V. S. M.

"FIVE months' difference" I reply, when the invariable question comes, and I wait for the astonished questioner to collect her thoughts.

"But—twins!?" . . .

"Well, they *are* twins to us. One is adopted, you see. . . . Oh, *both* are 'our own.' Yes, I know what you mean. Well, the twin nearer you is the adopted one, but we always dislike to have anyone ask questions before the boys. . . ." and so it goes! Every stranger, even people who stop us on the street to ask "Oh, they're twins aren't they! How old are they? What? One born in August and one in January. . . . why . . ." and another questioner has to collect her wits.

It is all very amusing and one gets ac-

### THE CHOSEN ONE

"Yes, I'm 'adopted'—  
Sorry? I'm GLAD!  
You see, they chose me  
My Mummy and Dad.

"They looked and they looked—  
Babies galore!  
But not one suited  
Them—ever—before.

"But when they found me  
Their hearts just said:  
'Here is OUR BABY!  
What joy is ahead!'"

V. S. M.

customed to it, this intense interest of even the veriest stranger in twins, and the barrage of questions that follows the reluctantly admitted "adopted."

Today I do not bother to explain to a passerby; one boy is an inch taller but the younger one is two pounds heavier and looks it. So they balance. And their twinny

clothes are interchangeable. Our friends are so used to them that many have forgotten that one of our two sons is in the Beyond, with a little adopted namesake here in his place, "the twins" have been accepted—even by bewildered relatives.

After two years of experience one feels able to speak with emphasis upon the subject of adoption. Especially to those who



hesitate because of various fears: *fearful* lest they afterwards have "one of our own" (which we were expecting, by the way, when we took the step of adopting a child at his birth); *fearful* lest the adopted child turn out unsatisfactorily, as if there is any greater surety of a flesh-and-blood son turning out better than an adopted one! I would sooner depend upon the natural loving knowledge of being "adopted," than on the various man-made laws laid down by those who watch a child for every mannerism, trait and characteristic with reference to relatives' propensities!; *fearful* lest misfortune come and the child prove a burden ("And whoso shall receive one such little child in my name receiveth me"); *fearful* lest the relatives be averse to the idea, or *fearful* of going against said relatives' desires. Pray, whose business is it? Do we consult our relatives when we bring a child into the world? Then why must we cater to them when we adopt one? Besides, every relative will be emphatically against the idea anyway, and will have any number of reasons! *fearful* lest a dozen other things might come to pass.

We prayed, and we talked with each other, Daddy and I, for a year and a half before we were led to the cradle we sought. And then it was so surely "our baby" we decided independently, as we stood looking down, that we simply accepted him into our hearts there and then—red and wrinkled and newborn, but to me the most beautiful baby ever! (perhaps because of my experience as a maternity nurse). He was terribly burned from a hot water bottle; one eye seemed to be infected; and his head was not perfect perhaps. Yet I seemed not to see all that . . . he was God's gift and we lived for six days in a state of terrified uncertainty lest something should occur to prevent the adoption.

Although we both preferred not to obtain a baby through the kindness of the Children's Aid, we both felt it the proper thing to go through with their usual procedure, and we had done so for a year before we found "our baby." This thorough investigation and the emphatic approval recorded in their files was the real reason why

the Probate Judge consented to our lawyer's plea and accepted his explanation. The formal papers were not delivered to us for several weeks, but our lawyer had secured various papers and signatures so that we were perfectly sure on the sixth day that our son, our first baby's namesake and memorial, was indeed our son and heir equally with any other children we might be blessed with.

Having omitted the customary deliberations with our relatives, and all being at a distance, we simply mailed out pretty little cards on which appeared the information that E. . . . S. . . . M. . . . was born on August 19, 1923, and he weighed six pounds



*The Tall Tower of Tin Cans*

and eleven ounces. Inasmuch as there was no mention of his parents, we felt we had told the exact truth; folks could believe what they liked—which they did! Stunned—that was the general attitude—then questions . . . my word! what questions! Not even the grandmothers suspected adoption. You see, we thought we would wait and *explain* when we found what the "stork" brought us five months later. It all fitted in very nicely.

Then a second son arrived—"the other twin"—to our intense joy, a nine-pound,

healthy youngster who astonished even the attending physician. (You see there had been a tragedy with our first baby—and doctors agreed that the second experience might be a repetition of it.) No one will ever know what our adopted baby meant to me in those five months of waiting—how he eased my heartache and filled my empty arms so completely that I was able to forget the uncertainty of the second.

Of course I was asked what would happen to him when the second baby came . . . why! he merely became the *older* son! What on earth did people *think* I wonder, when they asked that ridiculous question? I might add that those who insist upon guessing which one is the adopted one invariably choose the one that *ISN'T*.

Only an "only child" can know the utter loneliness, the isolation such a child endures. As long ago as I can remember anything I remember wishing I were twins, or words to that effect. This, despite the very best of parents, any number of devoted relatives who did their best to "spoil" me, and who showered me with everything I wanted. Daddy was one of a big family. He understands the richness of such a childhood com-

pared with the poverty of even the most fortunate of "only" children. And as I watch our two wee laddies, building their tall tower of tin cans, co-operating so naturally and happily, unconscious of older eyes' interest, I find myself again giving thanks for the faith that enabled two child-hungry parents to have the courage of their convictions.

One thing we guard against; we never allow a word to suggest that the adopted son owes, or ever will owe, any gratitude to us for the fact that we adopted him. Oh, my dear friends, believe me: an adopted child if you love him unstintedly, pays his way as he grows. Every bit of self-sacrifice is more than outweighed by the joy he has brought to us. And when our "ship comes in" we shall go looking again for another "cradle" that will be waiting for us as there is waiting for all those who are earnest in their desire to have a baby. Don't be afraid. Your heart will tell you when you have found the "right one." And no matter how difficult material conditions may seem at times, faith and courage will find the way that is always there, and Love will light the path.

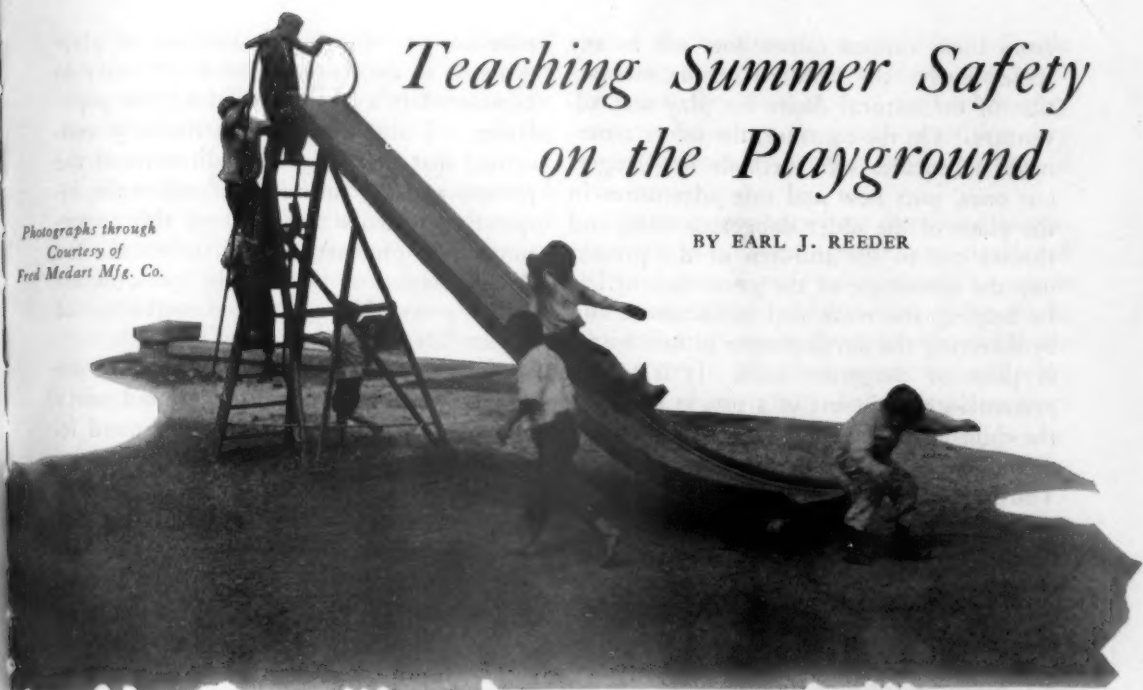


*"Wanted: An inspiration for more mischief"*

## Teaching Summer Safety on the Playground

BY EARL J. REEDER

Photographs through  
Courtesy of  
Fred Medart Mfg. Co.



**A**UTOMOBILE accidents kill over 4,500 children between the ages of five and fifteen in the United States every year. In addition, games, swimming, and other similar child activities claim another considerable number of victims. A much larger number of children of the same ages are more or less seriously injured. The child safety problem is, indeed, a serious one. It enters into every phase of child life and deserves the serious attention of all who have the responsibility of training children for the lives they are to live.

Statistics show that for automobile accidents the most dangerous age group under sixty is that from five to nine years, inclusive. This group has the highest death rate from automobile accidents of any group under sixty.

Every city has its own peculiar hazards due to increasing street traffic. Many streets are heavily traveled thoroughfares. Consequently, in their use of the streets,

Mr. Reeder is an engineer of the Public Safety Division of the National Safety Council, and an authority on Safety Education. He is also an active member of the Parent-Teacher Association of Evanston, Illinois.

the children are subjected to more than the usual amount of traffic hazards.

Then, lakes and bathing beaches present considerable drowning hazards, particularly for children who are

not trained to swim or to perform water life-saving measures. Without proper knowledge of these precautions this healthful and enjoyable sport presents many dangers.

The ordinary home has many hazards from which accidents frequently result, particularly to children. Falls, and burning and scalding in and about the homes are common causes of injury to children. In addition, there are the multitudes of minor injuries which may become serious if proper treatment is not provided.

Last, but by no means unimportant are the hazards of play and the playground. Improperly directed or without direction, play can and often does result in serious injuries.

Fortunately, the prevention of accidents

from these various causes does not in any sense deprive the children of the satisfaction of the natural desire for play and adventure. On the contrary, the safety movement substitutes safe methods for dangerous ones, puts new and safe adventures in the place of the older dangerous ones, and throws out to the children of the present day the adventure of the protection of life by helping the weak and unfortunate and by directing the developments of safe habits in place of dangerous ones. It is to the promotion of this sort of a program among the children who come under your care and direction that I challenge your attention. You parents, by securing directors of playground activities, are able to perform a very definite function in the proper protection of child life.

The playground serves a two-fold purpose of the safety movement. First, it affords a place where children can play under the direction of trained leaders and safe from the hazards of the streets, the lumber yard, the vacant lot, and other places of danger that attract the venturesome child. It is, in other words, a safety zone. Under the interesting direction of the trained leaders by whom the value of child life is fully recognized, the play instinct is directed in lines of constructive activity. Secondly, the supervised playground furnishes an excellent opportunity for the instruction of children in the requirements of safety on the street, in the home, and at play. Through the introduction of games and other activities directly related to the subject of safety, the children may be taught the fundamentals of accident prevention in a most effective way.

It is with this latter function of the playground that we want particularly to deal upon this occasion, to determine what can be done toward introducing safety activities into the playground program. It is not our pur-

pose here to discuss the location of playgrounds or the number that is necessary to accommodate a community of a given population. I am, however, particularly concerned that the playground directors of the present and the future shall receive the inspiration to make the most of this opportunity that presents itself in their work for the promotion of this worthy cause of accident prevention and the conservation of human life.

Now the question arises as to what are the details of a successful playground safety program. First of all, the playground itself should be in safe condition. Daily inspection of the equipment by children designated to do it under the direction of the supervisors, quickly reveals developing defects in the equipment and, at the same time teaches the children how to discharge responsibility for the safety of themselves and others. In addition, these inspection duties of the children supplement the work of the supervisors and, after the detail of the inspection has been established, it tends to release the supervisor for planning other things.

Another application of this method of placing definite responsibility upon the children for the safety of others is the plan called "block patrols" in some cities. By this plan, some of the older children of the community are appointed to see that the children in certain blocks are escorted to and from the playgrounds so that they will not be subjected to traffic dangers that would beset them if they were to go to and from the grounds alone. This plan has been worked out in elaborate fashion in the city of Memphis with the result that playground attendance has been greatly increased because parents are willing and glad to have their children



© Fred Medart Mfg. Co.



at the playgrounds when safety is assured on the trip to and from them. This system not only actually protects the children but trains them in the responsibilities of the proper use of the streets.

Through safety talks by the playground supervisor and, occasionally, by policemen or firemen, the playground furnishes an opportunity to get across to a large group of children important lessons in life conservation. These talks may be accompanied by exhibitions, pageants, playlets, and other things in which the children can participate

use. Such supervision provides valuable training for the older children and tends to teach the younger ones that when they are participating in group activities they must take proper attitude toward others in the same group.

Safety games have been developed in various cities. These games are developed around some specific safety thought, such as to teach children the function of the traffic policeman, to teach them quickly and without error to tell their names and addresses in cases of emergency, and to acquaint them



© Playground and Recreation Association

*A Playground Pageant—Captain Kidd and His Cohorts*

in a most constructive fashion. At evening meetings, the children accompanied by their parents may be treated to exhibitions of motion pictures and lantern slides upon safety subjects. In this connection, posters and bulletins may be used to marked advantage.

During the progress of the normal playground activities, supervisors may be assisted by some of the older children in directing the use of equipment, to see that children keep their proper distance from the various pieces of equipment while they are in use by other children, and, also, to see that proper order is maintained so that contentions will not arise regarding the rights of different groups and ages in its

with details on how traffic and other accidents occur.

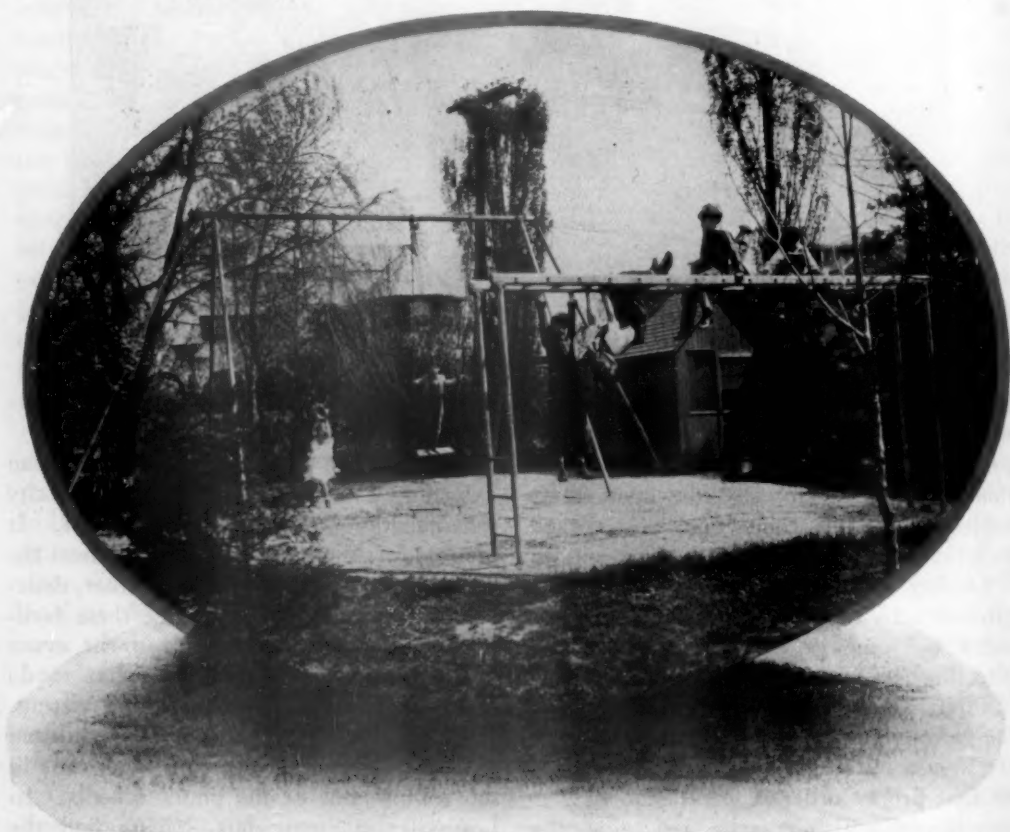
Resuscitation or artificial respiration is an exceedingly important matter in a city where bathing facilities are prevalent. It is not desirable to warn children against the use of bathing facilities. It is, rather, desirable to teach them how to use these facilities to best advantage and, in the event of some emergency, to know what to do to rescue and resuscitate drowning victims. In the city of Toledo over 3,800 children were taught resuscitation in a short time in the gymnasiums of the public schools. In Louisville, a young boy, having had the method of resuscitation explained to him,

recovered a boy from the river and, without assistance, performed artificial respiration and restored the boy to life. This can be effectively taught on the playground.

I mention the above incident—characteristic of many others throughout the country—merely to show that playground safety activities of various kinds can be productive of very definite results in accident prevention in the community. No opportunity should be overlooked for driving home to the children the important subject of accident prevention in its various phases. It represents a very important step in the practical solution of a great community problem. Through playground safety activities, directors and supervisors can render most valuable service in the conservation of human life in the communities in which they are working. No more important contribution can be made to the preparation of a child for life than to instill in his mind the necessity of proper precautions in all

phases of his life activity—at play, upon the street, and in the home.

I know that the people who are my readers are exceedingly interested in these problems and are quite willing to lend themselves to carrying out the highest ideals of playground supervision, affording to the children all of the benefits which they can derive from them. As a city resident and a parent it will be most gratifying to see during the coming season the results of applying the principles of playground safety which we are discussing together and to watch for the beneficial results which should be derived in cities in which they may be applied. No problem is worthy of greater attention and interest on the part of playground supervisors than the conservation of the lives of the children under their care and the preparation of those children to live to enjoy the good things which are in store for those who possess brilliant minds and robust bodies.



*Have Safe Play Equipment—"The Best is None Too Good" © Fred Medart Mfg. Co.*

# The Years Before School

BY BERNICE F. VAN CLEAVE

## PART II

### MENTAL PREPARATION



**W**HAT are you doing to prepare your child for school mentally? "Oh, Mary knows all of her letters." "John has read half through one book." "Tommy can spell lots of words." Thus many mothers answer the above question. Any normal child can be taught some reading and spelling before he enters school but it usually is a sinful waste of time. With the average child it will come much more easily later. Unless the mother understands modern methods in the teaching of reading she is probably doing much more harm than good, in attempting to teach the child to read. At any rate, unless the child has completed the first year, or half year of work, so that he can enter into an advanced class, fully equal in *all* subjects to the average of that class, the mother has probably handicapped her child. Under the present organization of our school system a child must enter a class and keep pace with the average in that class. If he is too far advanced he must either go into the next higher class, or stay in a class where the work is too simple for him. If a child enters school with sufficient knowledge so that he is too far advanced for the beginners and is not yet ready for the more advanced class, he is likely to develop habits of laziness and inattention if he works with the beginners and is possibly doomed to failure if put with those more advanced.

The average pre-school child has no time to learn to read. There are so many other more important things that he should learn. There are many habits and abilities which, if not developed early, will never be as

easily or as well developed later. These years are the time for learning muscular control through climbing, running, jumping, cutting, pasting, clay modeling, and drawing. Give the child plenty of things to do with his hands. Let him learn the joy of creation. See that he forms the habit of finishing what he starts. Teach him to attend to one thing, at least for short periods of time. Teach him to follow simple directions. Allow him to do things for himself. See that his wraps are easy to put on, and then let him help himself. Teach him to put on his own rubbers. It is almost a super-human task for a teacher to bundle up forty children properly, and it is much better for the child to learn early at home to care for himself. Develop the "I can," spirit. There is nothing so conducive to success as self-confidence. The mother who continually says, "you can't, you are too little," is doing immeasurable harm to her child. See that the child succeeds in most of the things he starts. Let him know that you respect his ability. Never under any circumstances let him get the habit of failure. "Nothing succeeds like success," is an old maxim. The normal child who goes to school with a faith in his own ability has already won more than half of the battle.

### SPEECH

Why, oh why, are parents so anxious that their children shall learn to read early, and yet are unconcerned over their inability to talk? Baby talk is often encouraged, even admired. It is "so cunning." People like to hear the little fellow talk. The family even adopts the dialect for their own use when talking to the youngster. He enters school. The teacher has scant time to try to understand his pitiful attempts at expressing himself. The children laugh at him. The sound of the spoken language, as he knows and uses it, does not corres-

pond with the sound of the letters as they are taught in school. Is it any wonder that he has trouble both with his spelling and phonics? How can Johnny know and recognize the "l" sound in milk when *that* word, he has always called "Mik?" Will he be as likely to spell the word correctly laboring under the handicap of years of incorrect pronunciation? Teach your child to enunciate distinctly and speak correctly. The child who says, "I seen, I done, ain't," who drops his "g's" and slurs his consonants has much to overcome. Let him start school with speech habits that need no correction. This may mean that you will first have to revise your own careless methods of speech. I know of one mother who in attempting to break herself and two children of using the word, "ain't," made a game of it. The children were to watch for the word and correct the mother and she was to correct the children. Of course, they were at once interested. It was such fun to catch mother in a mistake. In a surprisingly short time, neither the mother nor the children used the objectionable expression. Usually, unless there is some physical defect, a child will speak as he hears those about him speak. If he seems unable to make certain sounds, see a physician. He may need a slight operation to remove some defect.

The child who hears plenty of good stories from the earliest years will have a much greater ability to talk well than the child who hears few stories, and those not particularly well chosen. Besides forming a taste for good literature, reading to a child increases his vocabulary and helps him in his attempts to express himself.

#### DISCIPLINE

Help your child to develop a reasonable amount of self-control. The uncontrolled individual is unfit to become a part of any group of people. The hysterical child, the willfully disobedient child, the child who has tantrums whenever crossed, the child who is subject to undue fears—all are wasting much nervous energy. This energy should be diverted into useful channels. Only after a child conquers himself can he

develop mentally and physically to the best of his capacities. If you as parents have been unable in six years to develop a normally obedient child with a happy personality, do not expect a miracle when he enters school.

Try to cause the child to look forward with pleasure to his school life. Never in exasperation over some misbehavior say to him, "Just wait till you go to school. If you aren't good then the teacher will punish you." Some parents hold the teacher up before the children as some awful power of retribution only waiting to pounce upon any poor child who forgets for one moment and commits some trivial misdemeanor. These same parents usually threaten to send for the doctor when Willie refuses his medicine, and enforce discipline by pretending to call the police. A child must trust the teacher, not fear her, if he is to do justice to his abilities when he is in school. No doctor can successfully treat or examine a child who fears him. Surely no one would purposely cause a child to feel that a policeman was his enemy. That is the first step toward teaching lawlessness. Our country today needs children who have respect for authority, but never fear. Fear begets hatred.

#### SOCIAL TRAINING

Don't expect the only child who had no playmates to immediately enter into school life easily and joyfully. The years from three to six should be filled with companionship. The child should learn to share with other children of the same age, to take turns, to play with children. The mother who won't let little Susie play with those rough boys next door because she gets so dirty, who objects to the little girl on the other side because she is sometimes untruthful, and who feels that she cannot trust her darling with the children across the street because their language is sometimes slightly questionable, is fitting her girl for nothing, unless it be life as a female Robinson Crusoe. Certainly the child will have a long hard road to travel when she enters school. No one questions the importance of choosing a child's playmates



with care. If the children in the immediate neighborhood *really* are unfit associates for your child you should in some way give him daily opportunity to play with suitable children. More harm may be done by depriving a child of association with children of his own age than will be done by his contact with playmates who are not quite ideal. Unless a child is learning something really objectionable from a moral or social point of view, he is probably better off with the average children of the neighborhood than he is alone. How can a child work with children when he goes to school, if he has never learned to play with them? How, in later life, can a person work and live with others if he has been robbed of companionship as a child?

#### CONCLUSIONS

What then shall I do to prepare my child for school?

1. In so far as it is in your power, see that he enters school with a sound, healthy body, with all his senses alert.

2. See that the habits connected with his food, sleep, and toilet are well established and regular.

3. Be sure that he has had plenty of opportunity to educate his muscles by wholesome play.

4. Supply him with plenty of materials to use constructively.

5. Help him to become independent and self-confident, with a faith in his own ability.

6. Provide plenty of wholesome companionship with children of his own age. He should neither be a bully himself nor allow other children to bully him.

7. Train him to speak clearly, distinctly and correctly.

8. Develop in him a love for good music and good stories.

9. Teach him self-control and obedience.

10. Lead him to anticipate his school life as a joyful experience, and to regard his teacher as his friend.

Given a child so trained, if he has fair mental ability any teacher can easily teach him the three "R's." He will enter into his school life eagerly as a "strong man who rejoices to run a race."

## WHAT TO SEE

BY ELIZABETH K. KERNS

*National Chairman, Motion Picture Committee*

"Two Thousand Miles of Indecency" is a very fair and interesting paper which discusses the necessity as well as the destructive qualities of censorship of the movies. This article was published in the May issue of the magazine, "America." The two thousand miles in the title refers to the eliminations made in the seventy thousand miles of footage which is approximately the amount submitted to the censors for examination each year.

The following is taken from the closing paragraph: "Whoever can influence the public taste in the movies as in reading and other amusements can render a notable service. Clergymen, teachers, parents, writers, officers of societies, please take notice. The much criticised censors are eliminating year by year two thousand miles of indecency. But they can never solve by themselves the problem of the movies nor develop their splendid capacities for good."

It behooves everyone to give this paragraph serious consideration. The standards of pictures can only be improved as each one of us feels and assumes a certain amount of responsibility; so, whether clergyman, parent, teacher, writer or officer of a society, there is a moral responsibility imposed upon YOU to "get on the job" and take part in bettering conditions.

The "Industry," ever on the alert, loses no opportunity to curtail the work of the censor. First Kansas and now New York have legally decided that it is unnecessary to submit news reels for examination. So the news reel, like the trailer, may prove a convenient channel to concentrate within a small footage features that are vulgar or evil and which would not escape the shears of the censor. Pennsylvania was denounced recently in one of the trade papers because it does not exempt the news reel. The contention is that the people of the "Keystone State" are being deprived of "*much that is interesting.*" The particular incidents under fire were the "close-ups" of the "remarkable dances indulged in by the Zulu belles in Zululand." Another incident which was slipped through in the spring, was the flaunting of a notorious film comedian who was banished by an outraged public from the screen some years ago because of immoral living.

While there must be no lessening of interest in the improvement of the films for entertainment, the news reel should not be overlooked. Give it some attention, and should it fall too low in the scale of decency and good taste, protest to the exhibitor concerning the offensive portion and ask that it shall not be shown at subsequent performances.

FAMILY: (A)  
 "The Cat's Pajamas" (Betty Bronson)—Paramount.  
 "Fascinating Youth" (Paramount pupils)—Paramount.  
 "Meet the Prince" (Joseph Schildkraut)—Metro-Goldwyn.  
 "Say It Again" (Richard Dix and Alice Mills)—Paramount.  
 "The Love Thief" (Norman Kerry)—Universal.  
 "The Marriage Clause" (Francis X. Bushman and Billie Dove).  
 "The Runaway Express" (Novel, "The Nerve of Foley")—Universal.  
 "The Savage" (Ben Lyon and May MacAvoy)—First National.

(B)  
 "The Millionaire Policeman" (Herbert Rawlinson)—Banner Prod., Inc.  
 "Morganson's Finish" (Johnnie Walker and Anita Stewart)—Tiffany Prod.  
 "The Better Man" (Richard Talmadge)—Richard Talmadge Prod.

WESTERN:  
 "Western Sand" (Bill Bailey)—Good Will Pict. Corp.

ADULT: (A)  
 "A Trip to Chinatown" (Earle Fox and Margaret Livingston)—Fox.

"Her Big Night" (Laura La Plante)—Universal.  
 "Hell Bent Fer Heaven" (John Harron and Patsy Ruth Miller)—Warner Bros.  
 "Lovey Mary" (Wm. Haines and Bessie Love)—Metro-Goldwyn.  
 "The Masquerade Bandit" (Tom Tyler and Dorothy Dunbar)—Film Booking OF.  
 "The Silver Treasure" (George O'Brien)—Fox.

(B)  
 "Glenster of the Mounted" (Lefty Flynn)—R. C. Picture Corp.  
 "The Dice Woman" (Philip Smalley and Priscilla Dean)—Metropolitan Pict.

#### SHORT REELS:

"Jacks of One Trade" (Grantland Rice Sportlight)—Pathé.  
 "With Lieut. Byrd in America's Polar Triumph"—Pathé.

#### COMEDIES:

"Newlywed's Neighbors"—Universal.  
 "Snookum's Tooth"—Universal.

#### REISSUES OF OLD FILMS.

(A)  
 FAMILY:  
 "Grandma's Boy" (Harold Lloyd)—Pathé.  
 "Humoresque"—Famous Players.

The pictures listed under (B) are harmless but second rate as to plot and production.



## Department of the *National Education Association*

---

### Education is Guided Growth

BY JOY ELMER MORGAN

*Managing Editor, The Journal of the National Education Association*

THESE are evidences of enlarged devotion to education. It is on a million tongues. Leaders in every phase of life see in it the way out of special ills. The scientific world, eager to bring demonstrated truth to the masses, turns to education. Business and industry demand efficient workers. Thinking statesmen look to education as the hope of a new order. Religionists seek to vitalize the church through special schools. Among educational workers one finds a new urge, an enlarged faith; a broader conception of education's place in the sun; and the promise of a golden age when the world's most talented men and women shall devote their lives to education as in the past they have been drawn into war, statesmanship, science, industry and commerce.

Unless there is to be much misplaced faith, vast energy wrongly spent, and eventual disillusionment, the masses of teachers and parents must be led to go back of the mere word "education" to its deeper meanings. We like to think of education as growth so directed as to lead to still further growth. If there is one single principle that runs like a golden thread through all education, that serves as a sort of arch-principle under which all other principles may be organized into an orderly hierarchy, it is this principle of growth. A decent respect for this principle, an insistent and continuous application of it in the home and the school frees educational practice from many errors by providing a measure for checking new and untried proposals.

For example, just now there are movements to extend the efforts of public education over a longer range of years. One hears of pre-school education, junior col-

lege, co-operative schools, continuation schools, and adult education through public libraries.

Appreciation of the economics of education indicates that these efforts vary in their value to society and that before a large scale expansion is undertaken in any one direction its worth must be compared with possibilities for expansion in other directions. The answer may be expressed in terms of the greatest amount of purposive growth for the largest number of people.

Or again, we are in the midst of a much needed revision of the curriculum. Perhaps one might better say that there is being set up the machinery for continuous curriculum revision. One of the unfortunate by-products of this wave of emphasis on the curriculum will be the tendency of many unthinking teachers to regulate their practice as though the mastery of subject matter by the children were the supremely important thing, whereas it should always be kept subordinate to well-balanced growth for the children. The makers of the new curriculum are off-setting this danger in a measure by emphasizing skills, habits, techniques, attitudes, appreciations, and ideals along with facts in the new scheme of things. Here again unless the emphasis is kept on growth, less experienced teachers will confuse mere mastery of verbal forms with the slower growth of the habits, attitudes, and appreciations that lie back of the words.

Or take, for example, the confusion in the minds of many educational workers as to how far they should go in such matters as platoon schools and individual instruction. The concept of growth in the direction of a well-developed all-around human being

for each of the children in the school system throws light on the problem. It helps to decide in each instance what particular type of organization is to be chosen and, what is more important, the methods and atmosphere that are to be infused into the organization that it may bring well-balanced growth to all the children. The spirit is always more important than the form when one thinks of growth.

Much confusion is found also in the controversy between vocational and so-called cultural education. An application of the principle of growth for all children to meet the needs of life about them suggests that thinking in each of these fields has lost much by its isolation from the other. Vocation and culture are merely different phases of one individual life. The question becomes, "How can education be so organized that

there will be for all, lifelong growth in economic competence combined with widening appreciation of the finer things of life?"

Let there be, therefore, along with our worship of education and with our rhythmic enthusiasms for this or that phase of it, much meditation on the central values of education and life; fuller appreciation by parents, teachers, and the children themselves of the importance of growth in appreciations, attitudes, skills, technics, habits, ideals, and in the fine art of weighing all the factors when ideals seem to conflict and clash. Unless these more enduring aspects of education are exalted, our schools must become, not places of growth leading to still further growth, but mere shops or gigantic plants for the mechanical mastery of more or less meaningless linguistic symbols.

## *A Sesqui-Centennial Attraction!*



### THE PARENT-TEACHER BOOTH IN THE PALACE OF EDUCATION,

where a friendly greeting awaits you, where you can meet your friends and secure up-to-the minute information on Parent-Teacher Activities: Summer Round-Up, Child Welfare Magazine, National Congress Literature.

*Put the Parent-Teacher Sesqui Booth on Your Itinerary!*



## VACATIONS OR VACUITIES?

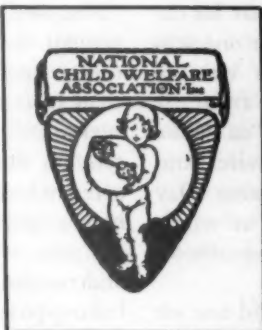
BY MARY S. HAVILAND

*Research Secretary of the National Welfare Association*

THE last month of vacation! Thank Goodness!" Mother is likely to exclaim, with a sigh, as she tears off the July leaf from the calendar. And, although no normal child will admit it, probably many of them are echoing Mother's sentiments. I am not speaking of the favored few to whom vacation brings a complete change of scene and with it a whole world of new experiences to fill every day to its golden brim, but of the great majority for whom vacation means at most two weeks of change in the course of two months of staying at home with nothing in particular to do.

It has more than once been observed that it is the average, normal child for whom least is done. This is true in the matter of vacation activities. The children of the well-to-do are packed off to camp or accompany their parents to country home, hotel or boarding-house for the summer where a totally new environment suggests a whole round of new activities. The children of the poor attend Vacation School, Daily Vacation Bible School, or some of the many clubs and classes provided by churches, settlements and other organizations. But the poor little middle-class girl and boy are left to their own devices, to provide their own summer entertainment.

During July, things go very well. In the first month of vacation, it is exhilarating just to feel that one does not have to get up in time for school, has no lessons to learn, does not *have* to do anything, but has the whole day at one's free disposal. But after a month of luxuriating in this independence and leisure, it begins to pall. One misses the school companionships, the varied activities, the stimulus—yes, even the daily tasks—to which one is accustomed, and Mother hears every day oftener and more



insistently the appeal. "What shall we do now? Tell us something interesting to do."

The fact is that we ought to apply to our children the observation so often made in regard to the undeveloped day-laborer, that more leisure than one is sufficiently trained to make good use of is likely to work harm rather than benefit.

There are very few school-children so mature in mind and character that they can profitably use two or three months of leisure without any guidance or planning from their elders. It is only the boy or girl with exceptional initiative, originality, and ability to plan and execute who will not, long before vacation is over, become restless and bored. Moreover, the old adage about Satan's willingness to suggest activities, if parents fail to do so, is as true today as ever.

However, whether or not our children might better attend school for eleven months out of the twelve, their teachers certainly could not do so and there is no near prospect of the school authorities inaugurating any scheme for briefer vacations such as are customary in England and elsewhere. Our children will continue to have two or more months every summer left completely at their and our disposal, to be used or misused as they and we shall determine. I suppose the word "vacation" was derived from the fact that the schools are vacated, but one is tempted to trace a connection with the vacuity of the long summer days, empty of any real joy or worthwhile activity.

Now how can we turn this vacuity into a truly recreative vacation?

The answer will, of course, depend upon the individual family, its make-up, problems and resources; but here is what one enterprising aunt suggested to meet the needs of a

family of three children, aged ten, twelve and fourteen.

At a family talk on the porch one evening in late July, it was agreed that during the following month, August, each member of the family should apply him or herself to acquiring some special handicraft or art for the benefit of the entire family. Each one was to choose his own pursuit which was, so far as possible, to be kept a secret from the rest, with the exception of Auntie, to whom was given the post of general adviser and helper. It was agreed that on Labor Day a family conclave should be held at which each member should recount his experiences and display his prowess.

Never, save at Christmas time, did one see such a month of mysterious comings and goings, sudden closing of doors, whispered consultations and happy activities. Everyone looked wise about his or her own business and curious about others' except the sagacious maiden aunt. At last Labor Day arrived and the family gathered to relate their experiences.

Ten year old Jane came first with the announcement that she had decided to learn something about taking care of babies. "Perhaps it won't do the family much good just yet," she explained, "And of course we were to learn something that would help the rest of the family, but we're likely to have company that bring their babies along, and maybe some day sister or I might have babies, so I thought it would come in handy. Besides, I always did love babies, so I thought I'd learn." She went on to tell how Auntie had arranged for her to spend an hour every morning and an hour or so in the afternoon at the home of their neighbor, Mrs. S. In return for Jane's "minding" the six-months'-old baby while she went down town, Mrs. S. had been glad to show her how to bathe, dress and care for her. At Auntie's suggestion, Jane had kept a somewhat smudgy and ill-spelled notebook, on which in flourishing capitals she had printed, "My Baby Book," and which contained notes on what she had learned of baby care. It was a very proud little Jane who related to the family her month's experiences as an amateur mother and the

wealth of mothercraft which she had acquired.

Tom, the twelve-year-old, had at first suggested that he learn to run the family Ford, but as this had been vetoed by Auntie, he had decided that he would learn to cook. "You see," he remarked, "It'd be convenient if Mother should get sick, or anything, and on our Scout hikes the feller that can cook certainly has a drag with everyone." So Tom had learned, first of all, all the ins and outs of the gas-stove, after which, as he proudly announced, he had acquired successively and successfully the arts of scrambling eggs, making cocoa and turning out a batch of brown and fluffy-baking-powder biscuits. From these he had proceeded to still other dishes and the family had unsuspectingly been partaking of his culinary triumphs and attributing them to Auntie, while he had almost burst with ill-concealed pride. "I had no idea cooking was such fun," he commented. "You know, it wouldn't be half bad to be a famous chef. Delmonico was a millionaire."

Celia, the oldest, had sent to a big manufacturing firm for a book on the uses of crêpe paper and the art of painting with sealing wax. Her fingers were naturally quick and deft, and after, as she admitted, a number of trials and mistakes, she had turned out a really beautiful waste-basket in soft, wood brown, made of paper-rope and shellacked for the living room and an equally successful lamp-shade decorated with quaint old prints. "They are the only things I finished that I'm really satisfied with," she exclaimed, "but I've got the hang of it now and I'm going to make some simply stunning Christmas presents."

Mother, so she said, had always meant to learn something about millinery, but had never found time. So she had arranged with Miss Q., who had taken lessons last winter, to teach her what she had learned. An hour with Miss Q. three times a week and a little practice and experimenting at home, and Mother had made—and now produced—an extremely becoming sports hat for herself. "You see," she apologized, "I couldn't very well make hats for Celia and Jane without trying them on and so

giving away my secret. But I have a lovely idea for an organdie hat for Jane and I know just what would be right for your best winter hat, Celia. I'm going to get at them right away."

The rest had not supposed that Father, with his poor little two weeks' vacation, would want to join in the August scheme, but he had announced that he intended to do so and that, during his vacation, the family was warned not to approach a certain spot back of the house where he had, for privacy, set up a screen. Now the screen was removed and Father led them to the scene of his secret labors. There stood a tiny

rockery—rough stones of every shape and tint, many of them showing streaks of pink, yellow, or palest violet, over and between which grew a mass of vines, flowers and mosses. The whole was topped by a basin of rough concrete filled with water in which was reflected the tender greenery of ferns from the neighboring woods. Father blushed with pleasure as he listened to their delighted praise. "Well, I thought maybe the birds might enjoy it, anyhow," he said.

As they turned away at last, Jane, with a happy sigh, exclaimed, "And *next* summer, I've thought of just exactly what I want to do. You never could guess!"

## The Book Page

BY WINNIFRED KING RUGG

TENNYSON once wrote in "The Vision of Sin" the lines:

"Every moment dies a man,  
Every moment one is born."

The mathematician Babbage, reading this, was offended in his scientific soul, and wrote urging Tennyson to embody the following correction:

"Every moment dies a man,  
Every moment  $1\frac{1}{16}$  is born."

Even that, he regretted was not absolutely accurate.

Dr. Hanbury Hankin, author of *Common Sense and Its Cultivation* (New York, E. P. Dutton & Co., \$2.50), gives this as an example of what common sense is not, and the way in which it often fails to exist in a highly-trained mind.

The writer distinguishes between common sense and conscious reasoning, and cites copious illustrations to show that successful business men and administrators rely more on the swift reaction of their subconscious mind than on formal reasoning or training. Experts have their

place, he admits, but too much education, he thinks, restricts initiative. He would have a boy leave school at fifteen or sixteen, and at once enter some business where there is scope for initiative and common sense.

He considers the best education the one that is most thoroughly forgotten, because common sense is the product of the subconscious mind, which is made up of data that we have learned and forgotten. The most disciplinary studies are the best, like Latin and Greek, because they are not interesting and so drop soonest into the background, and because they create a habit of hard work.

There is more than a little of this with which we do not agree, but we know of no book of the season that makes modern education stand up and give an account of itself more drastically.

\* \* \*

The girls in *Other People's Daughters* (Boston, Houghton Mifflin Co., \$2.50) may not be our girls. They are factory-workers, candy-packers, chorus girls, children of the



foreign born, but Eleanor Rowland Wembridge, the author, suggests that some of our own daughters are imitating the methods of their more primitive sisters in their ambition to be "peppy."

Mrs. Wembridge has been psychologist at the Bedford Reformatory for Women and with the Women's Protective Association of Cleveland, and has drawn upon her experience for these seventeen pen sketches of city girls and their surroundings. The stories are true, but she reports them rather as a lover of human nature than as a scientist. In her own words, they are the result of a desire to "bring the complex life of a few people before the student of human behavior," they are "the experimental attempts of a would-be human geographer to display and to impress upon his audience by moving-pictures, rather than by statistics, the deserts, the warped vegetation and the volcanoes which he has witnessed."

The stories are about young girls and their young lovers, rebellious, stubborn, fun-loving, jazzy, engrossing. The writer makes only the briefest kind of deductions, but the reader can easily draw his own conclusions as to the need of sympathy rather than censure and restriction in dealing with other people's daughters—and with our own.

The part of Alice Beal Parson's *Woman's Dilemma* (New York, Thomas Y. Crowell & Co., \$2.50) that especially applies to mothers is that containing her answer to the question, "Will the home be endangered if the mother has an outside job?"

The old order required that woman, kept at home for the sake of rearing her children, should also contribute largely to the

maintenance of the home by her industry and management. Now through modern appliances and modes of living her job is being taken away from her, and in many cases she lives in comparative idleness. Now that the home is freed of so much drudgery, what is she to do with her time?

Go outside and seek a career, says Mrs. Parsons, and she goes on to show that this can be done without sacrificing the welfare of the children, or impairing the sanctity of the home as a place of refuge for all of the family, or even preventing the existence of children. An hour's housework in the morning, we are assured, is enough for the mother to do, what with laboratory kitchens, trained helpers to care for little children, and schools that take charge of the recreation time of their pupils. If there is more work to be done at night let father do his share!

Mrs. Parsons has presented her subject ably, moderately and wittily. Subversive as her theory may seem to many readers, her mode of presenting it makes almost anyone willing to look at the subject fairly and without passion.

\* \* \*

Playtime is here and with it some appropriate books:

*Suppose We Play*, by Imogen Clark (Thomas Y. Crowell), is a collection of games new and old for boys and girls.

*The Holiday Book*, by Margaret Warde (Little, Brown & Co.), gives suggestions for celebrating the holidays of each month.

*The Happy Child*, edited by Henry L. K. Shaw (Dodd, Mead & Co.), is a book for parents, with contributions by teachers and medical authorities.

"We do not stop playing because we grow old. We grow old because we stop playing."

—HERBERT SPENCER.



# Play and Recreation



## Department of the Playground and Recreation Association of America

CONDUCTED BY J. W. FAUST AND MABEL TRAVIS WOOD

### WATER SPORTS

**I**N August the natural element of a boy is not air—but rather, the green depths of a “swimmin’ hole.” His mother and sisters have joined him, since the bulky bathing costume went out of style, and Dad and Granddad are going back to the joys of boyhood through community water sports.

Last year, according to the Year Book of the Playground and Recreation Association of America, 273 bathing beaches, 879 swimming pools, 629 wading pools and 570 other places for water sports were maintained by cities in the United States and Canada. Not only are water sports one of the most popular of summer recreations, but one of the most healthful. Properly supervised municipal pools and beaches safeguard the swimmer from the danger of water pollution and prevent drowning accidents.

A “Splash Week” or “Learn to Swim Week” has been staged by many cities to promote water safety. The American Red Cross, Washington, D. C., has helpful information along this line. At a “Splash Week,” held in Stamford, Conn., last year, the joint effort of practically every organization in town, 500 children were taught on the first day the elements of taking care of themselves in the water. About 150 received special Red Cross instruction the second day, while later, contests in water sports drew a large crowd.

#### MANUFACTURED BEACHES

Perhaps your town has some natural resource which could be improved and utilized for water recreation. In Brockton, Mass., for instance, an abandoned pool which had once been used for cutting ice, was transformed into a swimming beach through community co-operation. The Mayor and 200 citizens donned overalls one Saturday afternoon and cleared the shore of boulders. The city supplied sand. An old two-story hen house, located near the beach, was turned into a modern bathhouse with dressing rooms, and shower, through the volunteer work of masons, carpenters and plumbers.

Nature has endowed Asheville, N. C., with the recreation joys of the mountains, but not of the seashore. But the city has made up for this by building a large municipal pool and importing sand for a beach.

By keeping children busy during vacation, water sports are helping to reduce juvenile delinquency. In Huntington, West Virginia last summer, delinquency dropped ninety-two per cent after the community bathing beaches had been opened.

#### FOR THE YOUNGSTERS

For the youngest citizens, wading pools are provided on the playgrounds. Such pools are usually made of concrete with curb walls high enough to serve as a seat. Often

a sand court adjoins the pool and seats are arranged under a canopy for mothers. The youngsters are required to take a shower bath before entering the pool.

The street shower has been adopted by a number of cities to provide recreation and refreshment for children on hot days. Such shower baths are often a part of the play street program, as described in this department in June. Spray attachments are connected with the fire hydrants, each city having its special method of producing "Coney Island on your own block."

In some cities, where there is a swimming beach nearby, trucks or busses are secured and the children are taken for an all-day trip to the beach, where they may enjoy water sports under supervision. Often such outings are the treat of a men's club, which provides luncheons or supplements the children's own luncheons with plenty of milk, ice-cream or fruit.

#### WATER CARNIVALS

Music, drama and athletics may all be adapted to Neptune's realm with novel



*The youngest citizens are not forgotten*

results for community fun. Band or orchestra music sounding over the water takes on added charm. At some water carnivals the musicians have played upon an anchored float, while choral singing and pageantry is also adapted to the nautical stage. Through the Woman's Press, 600 Lexington Ave., New York City, may be secured three water pageants (fifty cents each), and the American Red Cross also has a number of water pageants.



*Water Push-Ball*

## SWIMMING GAMES

From Thomas E. Wilson and Co., Chicago, New York and San Francisco, may be secured the official "Swimming Guide," (twenty-five cents), which contains rules for swimming, diving, water polo, water basket-ball, life saving, etc.

Here are some water games and stunts suitable for a community water carnival or water sports demonstration, which have been used by the Playgrounds and Sports Division of the Chicago South Park Commission.

**Bell Tag.**—One swimmer, carrying a bell with which he signals whenever above water, is pursued by any number of others who have been blindfolded. They follow the sound of the bell to tag him. By having a very agile life guard hold the bell, it is good sport to try the tagging even with the boys not blindfolded.

**Tug-of-War** (4 ropes).—Four small ropes are tied together at one end. The free ends are each tied around the waist of a man. The four men are arranged in two teams of two men each. At signal, each team, by swimming only, tries to pull the other team.

**Pillow Fight.**—Extend a greased pole out over the water. Contestants sit astride the pole, having a pillow or swatter, and each attempts to knock an opponent off the pole into the water. (Used in U. S. Navy.)

**Tub Race.**—Each contestant sits in a tub, which he paddles with his hands. The start is from shallow water.

**Toy Balloon Race.**—Each swimmer is given an inflated toy balloon, which he pushes the length of the pool against the direction of the wind. This is more effective, in still water, if the swimmer has one hand tied to his side.

**Chariot Race.**—Two or more swimmers with inner arms interlocked about each other's shoulders, race the length of the pool, using the breast stroke with outer arms.

**Water Leap Frog.**—Going out from shallow to deeper water. Can be made into a race to see which team progresses farthest.

**Skating on Water.**—A buoyant skate or raft is provided with a loose slipper for each foot. Concealed underneath each "skate" is a coiled inflated inner tube of an auto tire. Rubber bags, inflated, may be substituted for the inner tub. With skates 20 to 24 inches in length and approximately 18 inches at the widest point, sufficient buoyancy may be obtained to "skate" over the water.

**Dive for Apple.**—Suspend an apple over the water above and beyond the end of the spring board. It should be adjustable, so that someone on the side of the pool may readily lower or raise the apple. The contestants run and spring from the board and try to grasp the apple, which sometimes is pulled away just as the man is sure of grasping it. The game may be varied by requiring that the contestants, whether they secure an apple or not, must go into the water head first, or feet first, as desired.

## National Recreation Congress—First Announcement

THE challenge of America's growing leisure to education, the church, labor, business, government, and the home will engage the attention of delegates to the Thirteenth National Recreation Congress announced by Joseph Lee, President of the Playground and Recreation Association of America, for Atlantic City, October 18-22.

The relation of leisure to each of the great interests listed above will be a special topic discussed by some national leader in each group, according to Dr. John H. Finley, associate editor of the *New York Times*, who is chairman of the speakers' committee and who will preside at the sessions of the Congress. Crime and leisure will also be discussed. Other subjects on the program include park recreation, use of school property for recreation, nature study, play spaces in real estate developments, publicity, swimming pools, physical education, and an analysis of the character values of play and recreation.

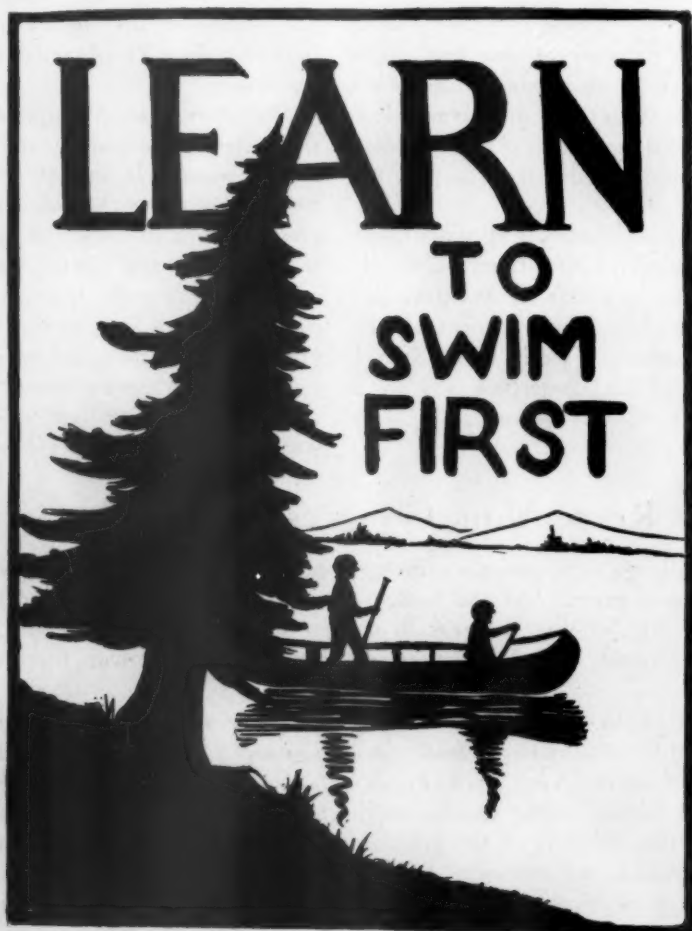
## Picnic Recreation

**T**HE last picnic sandwich and crumb of frosted cake has been consumed. Then, all too often, something like this happens. The women clean up the débris of the feast they have spent hours to prepare. The men loll and smoke. The children start to play and "explore," with resulting squabbles and minor casualties. If it is a large picnic, perhaps the band plays and there are speeches by local politicians. Sometimes the social value of the outing is practically lost, families eating their lunches alone and sticking together until it is time to go home.

But more and more groups are realizing that recreation leadership and a definite pro-

gram of games and field events is necessary to a successful picnic. Community recreation leaders are making it a part of their summer service to plan picnic programs and give leadership to Sunday School, Farm Bureau, club and factory outings. The Parent-Teacher Association which can furnish game leadership for picnics will find this an excellent opportunity to demonstrate the values of direction in play, and also to reach large groups hungry for just such service. Whether or not a game leader can be provided, a kit of play equipment to loan to organizations when they are going on a picnic is the next best thing.

Try it in your community!





## The Picnic Kit

Mr. J. R. Batchelor, Field Secretary of the Playground and Recreation Association of America, recommends as a picnic kit a bag made of brown canvas, three and a half feet high and eighteen inches in diameter, with a drawstring at the top. The contents are:

- 2 sets of indoor baseball.
- 2 12-inch outside seam baseballs.
- 12 picnic balls.
- 1 volley ball and net.
- 1 tug-of-war rope, 1½-inch or 2-inch, and 25 feet long.
- 2 or more sets of horseshoes and iron pins.
- 20 burlap sacks for sack races.
- 20 skate straps for three-legged races.
- 2 basket balls.
- 2 dozen ice cream spoons.
- 2 dozen wooden eggs or round blocks a little smaller.
- 2 dozen bean bags.
- 2 dozen small candles (Christmas tree candles.)
- 4 bicycle rims or hoops.

There should also be two clothes-lines to stretch for start and finish of dashes; four beetles (cotton sacks stuffed with rags or canvas sacks 18 inches long and 3 inches in diameter stuffed with grass); one pair

of boxing gloves; four blinders such as used by lodges in initiations; two dozen clothespins; a pump and a lacing needle; a box of soda crackers for cracker-eating contest; song sheets for community singing.

Of course this kit is very inclusive, being suitable for the use of a city Department of Recreation. A smaller kit may be made up of items selected from the above list.

### FUN MAKERS

Horseshoe pitching for the men and baseball for the boys are always popular. Fifty yard dashes for groups of the same age and sex may be arranged. The comedy races include the familiar sack, three-legged and potato races, and the fat men's and fat ladies' races. For the crab race, the contestants drop on their hands, facing the ground, and race to the finish line on their hands and feet.

What's a picnic without a rousing tug of war? Some suggestions for this are: Blondes vs. brunettes; married men vs. single men; married women vs. single women; children vs. parents; office vs. factory.

## A Rural Picnic

The director of recreation at Centralia, Ill., last summer arranged a most enjoyable program for a picnic of the Farm Bureau of Richland County. The day before the picnic he gave fifteen girls a short but intensive course in recreational games for children, and assigned them to different parts of the fair grounds. As soon as an automobile drew up to the grounds, other girls got the children to join the nearest game. A horseshoe pitching contest engaged the immediate interest of the men.

Community singing, games and stunts for all were enjoyed after lunch. A result of the picnic has been that twelve different rural groups have written for help in putting on game evenings.

For the picnic lunch all the individual lunches were pooled on a large table, with each kind of eatable by itself. The pic-

nickers marched around in a line and helped themselves, cafeteria fashion. Another plan for a community lunch is to have each family bring only one kind of food, as cake or potato salad. It is much easier for the housewife to concentrate on preparing one item than to scatter her energies through a whole menu. If paper plates, cups and spoons are provided, the clearing up is reduced to a minimum and the mothers will have an opportunity to really enjoy themselves.

The family picnic, as well as the large one, will benefit by a definite recreation program. A game of ball, a story hour, nature tours conducted by Mother and Dad around the camp site, are a happy extension of the home play idea. For a picnic of a large family or several families, some of the above games and races can be used.

## PUTTING THE SUN INTO SUNDAY

BY LOIE E. BRANDOM

**T**HERE are not many mothers who do not know from experience what it means to try to keep lively youngsters busily employed and contented on a stormy Sunday afternoon and still maintain, in the household, that tranquillity so restful to a tired business man's nerves.

The experiences of one mother often prove of great benefit to other mothers who are wrestling with the same problem, so possibly the expedients I have found helpful will be of aid to others.

For the first hour after the hearty dinner period, it is wise to plan some quiet game or occupation in which the children use their fingers more than their minds.

If possible, provide a room in which the children may play that is not just above nor too close to the library or room in which the grown people are. A distant bedroom, if a regular playroom cannot be provided, or the attic, will do very well. In fact, a well lighted and heated attic makes the finest playroom any child could wish, especially when the rain comes pit-a-pat upon the roof.

In planning occupations for your children, bear in mind that there are three kinds. The first requires the presence and help of an older person; for the second only a little assistance is necessary; in the third children can engage by themselves without an older person.

With very young children, or those who have not become accustomed to playing alone, the assistance of an adult is generally necessary. The little minds must be stored with play material before they can carry out play plans of their own. They must have a store of ideas from which to draw material for new games. One aim of the mother should be so to train the children that they can readily amuse themselves in a quiet, orderly way without her assistance.

For the early part of the afternoon the younger children may string bright-colored wooden beads while the older ones make necklaces. These latter may be made of many different materials, seeds, flowers, tiny shells, paper beads, acorn cups and so forth. The boys seem to take as much pleasure in stringing beads as do the girls.



To make the paper beads, take inch wide strips of fancy paper—wall paper will do—and cut them so that they taper to a point. Take the wide end of the strip and roll it very tightly and evenly around a steel knitting needle with the colored side out, and fasten down the point neatly with paste. The beads may be covered with a clear varnish after they are perfectly dry.

Any occupation with needle and thread, paints and brush or paste and scissors will be found good for the early afternoon.

Following this kind of play, guessing games are nice. If the mother has prepared beforehand small bottles containing different kinds of strong smelling ingredients, such as vinegar, cloves, perfume, peppermint and cinnamon, the children's sense of smell may be cultivated by blind-folding them and allowing them to guess the contents of the bottles. In the same way, materials may be collected for guessing by taste and touch.

A little time should be given to more active play, and for this some of the many bean bag games will be enjoyed.

Mothers will generally find it best to keep the stormy Sunday playthings entirely out of sight in pleasant weather. In this way the children do not tire of them and are always eager to get them out again.—*National Kindergarten Association.*

	<h1 style="margin: 0;">Child Health</h1> <p style="margin: 10px 0;">Department of the</p> <h2 style="margin: 0;">AMERICAN CHILD HEALTH ASSOCIATION</h2> <p style="margin: 10px 0;">Edited by ALICE FISHER LOOMIS</p> <p style="margin: 0;">in co-operation with the professional Divisions of the Association</p>	
---	---	--

## SUNSHINE AND HEALTH

BY ALICE FISHER LOOMIS

**W**HEN we consider the effect of sunlight on growing vegetation, it is surprising that it does not occur to everyone that the same light is necessary for the growing child. We see our indoor plants spindling and dying because there is no spot to put them where they can get the light they need. We notice that grass that has been covered for awhile by a plank is yellow instead of green, and that if it is covered too long it dies. But still we fail to draw the moral.

In a general way we believe that sunshine is "good for us"—experience has taught us that—and we know that it has a wonderful effect on our spirits: our troubles dissolve under its influence. That we, and particularly our young children, suffer physically without it, has not been so plain to us.

At the Kansas Agricultural Experiment Station a series of experiments have been made with chickens. Groups of chicks only a day old were put in separate pens, some in sunlight, some in dim light, and the others in a pen that was nearly dark. All were given the same food and had equal advantages in everything except light. What was the result? They behaved just as plants would have behaved. The chicks in sunlight grew up to be fine healthy fowls;

those in darkness developed rickets, their toenails began to curl up, their plumage looked rough and they had a generally miserable appearance.

Similar experiments, with the same result, have been conducted at the University of Wisconsin. One of their bulletins states that up to a few years ago poultrymen were unable to rear chicks in December indoors. They invariably became rough in feathers, developed "leg weakness," and died. Cod liver oil was found to be effective in checking this condition although the chicks did not like it, but later experiments proved that sunlight, or its equivalent in artificial rays, would take the place of cod liver oil, and make the rearing of winter chicks possible.

Experience has taught us the health giving qualities of sunlight, but now we know more exactly what it can do for us. We have found out that the rays of the sun shining on the bare skin do have a real effect on health and that they have a power to check and to prevent certain diseases, notably rickets—that bone disease from which few babies in the temperate zone entirely escape.

When the rays of the sun are split up, as through a prism or in a rainbow, the colors are seen to run from violet at one end,

through yellow, to red; beyond these colors or rays at each end are invisible rays, and those at the violet end or the "ultra violet rays" as they are called, have a specially beneficial effect on the growth both of plants and animals.

These rays are at their best in the months when the sun is highest in the heavens, therefore, May, June and July are the most prized months. The ultra violet rays must fall directly on the bare skin; they will not go through clothing or even through window glass—another reason why the summer months are the most precious, since it is not practical in our climate to expose young children to the sun's rays without clothing, at all times of year.

Even smoke, or dust particles in the air and excessive moisture filter out the delicate rays. Some cities, realizing this, are establishing sanatoria for children several miles outside the city or high up on mountains.

Since nearly all babies have some degree of rickets and since we all sooner or later come in contact with germs of tuberculosis, we can see how important on these two counts alone sunlight is to us at all ages. But it is highly probable that there are many other beneficial effects of sunlight beyond the facts definitely observed in these two diseases. It is not necessary to wait until we are aware of the exact nature of its action. That we need sunshine and are benefited by it, has been proved by experience. Dr. R. I. Harris, Assistant Surgeon of the Hospital for Sick Children, Toronto, says:

"We should as a matter of course see that our children have an adequate amount of sunshine, just as we see that they have adequate food. We should see to it also that we ourselves have a sufficient amount of its rays. . . . We must accept the evidence for the beneficial action of sunshine in the same way [as we accepted vaccination before we knew anything about the nature of organisms and disease]. Sunlight is just as necessary for our well being as it is for that of plants. Indeed the analogy between human beings and plants is not far-fetched. After all we are animal organisms, and our

physical bodies are best adapted to an outdoor environment, not to be shut up in houses and offices most of the day. No one who has seen a group of pale, sickly children released from the wards of a city hospital after a winter's confinement, to the sun and open air of a summer home, and has seen them literally blossom forth in good health, with ruddy complexions and plump bodies, can fail to be struck with the resemblance they bear to flowers in a spring-time garden. We have need for sunshine, and we are benefited by it."

We should think of sunshine, not primarily as the healer of disease, but as the great protector against disease. The unborn babe can be protected against rickets by the absorption of sunlight by the expectant mother. For it is a fact of the utmost importance that through the action of the ultra violet rays the mother's supply of available calcium or lime is increased, and from her passed on to the growing child, who needs it for sound bones and teeth.

After birth the baby can be further strengthened and protected by being exposed to sunlight. The way to do this and the reasons for it are very clearly and helpfully discussed in a reprint entitled "Sunlight for Babies" written by Dr. Martha M. Eliot, and distributed by the U. S. Children's Bureau, Washington, D. C.

It will be wise, however, to get the advice of the family doctor before beginning the baby's sunbath, as the same rules may not hold good for all children, and there is danger in too long an exposure, especially in hot sunshine.

It is not only in babyhood that sunshine is important; children of all ages should have plenty. Little children have frequent opportunities to run about in scanty clothing, but as we grow older, it becomes increasingly difficult to let the sun's rays fall on our bodies. It is encouraging to know that some benefit results from exposing even as small a surface as the face, though naturally the larger the surface exposed the greater the benefit. In the case of either children or adults, it is only when the skin begins to be tanned that any benefit may be expected. In order to avoid sunburn, the



exposure should be gradual. At the sanatoria which the Pennsylvania State Department of Health maintains in the Blue Ridge and Alleghenies, the children at entrance are stripped only up to the knees and exposed to the sun for fifteen minutes. The next day the section from the knees to the waist is similarly treated while the legs remain in the sun half an hour. "Progressively the entire body is thus subjected to the sunlight, and pigmentation (coloring) consequently effected without sunburn . . . It is most inspiring to see hundreds of children of both sexes, ranging in age from six to fourteen, clothed only in trunks and brown skins. Cold does not affect them except in the early morning when light sweaters are indicated for some, though by no means for the majority."\*

We cannot all live on mountain tops or in climates where there is a certainty of uninterrupted sunshine, and the ingenuity of man has discovered how to provide "arti-

ficial sunshine." No doubt the real thing is better, as it is certainly cheaper, but where a patient needs the healing power of the sun's rays, it is not necessary to wait for spring; he can get artificial sunshine at the clinic or at the doctor's. The lamp that produces these ultra violet rays is never for private use; it must be used under the direction of a physician, as most emphatically this is a case where a patient may get "too much of a good thing." In skilled hands, however, it is a proven instrument for good.

To sum up, then:

Sunshine can forestall rickets and tuberculosis.

Sunshine helps in curing those diseases.

Sunshine increases resistance to disease and bestows other benefits.

Sunshine creates cheerfulness, and so helps us keep our mental poise.

Sunshine is free.

Sunshine can be artificially produced.

\*Sunworshipping in Pennsylvania—*American Journal of Public Health*, September, 1925.



Courtesy of the American Public Health Association

*Sunshine Treatment for Children at a Mountain Sanatorium in Pennsylvania*

## Play and Play Spaces



### *The Business of Childhood*

What kept you so busy yesterday?

"We built a new tree-house up ever so high  
And lived there all afternoon, sister and I—  
I think a tree is a grand place to play."

What will you do when tomorrow comes?

"How can we tell? If the sun shines bright  
We'll race in the meadow and fly our new  
kite—  
Or we'll march in the attic to the rain's fairy  
drums."

"We're busy just like this most every day.

Sister and I have so much to do  
Making our games and our dreams come  
true—

The days are too short for us children who  
play."

**L**UCKY young adventurers! What if they lived where there are no trees to climb, no meadows to explore, and, worst of all, no attics rich in rainy-day adventures? Yet, even in towns where rows of buildings along narrow streets hem in their world, children will still play, as inevitably as water flows to the sea. They *must!* It is their *business* in life.

And children, like grown-up folk, cannot carry on their business alone. There will always be a leader and a following, even if that following is only "little sister." The "gang" that meets on the vacant lot or in the alley back of the grocery store is just the natural coming together to carry on the business of youth. But with children as with their elders, there is more than one way of doing business; and the vacant lot is not likely to offer the best way. The domineering and unscrupulous will take advantage wherever he can among young or old and the "gang boss" is more often than not as undesirable a leader as his grown-up counterpart. Children need to be protected from the chances of wrong leadership, and they need also to be rightly led in order that this business of theirs—play—may yield the biggest dividends.

To give them this *protection* and *leader-*

*ship* so that each child has a chance to develop his own best resources, parents, and children too, are beginning to value the *playground* above the corner lot and trained *play leader* above the "gang boss." The need for organized playgrounds is beginning to be recognized in small towns as well as in the great and crowded cities where the playground idea originated.

But it is still true that while all children share the need of leadership and protection in their play, the city child has a special need for the playground, in order to keep "civilization" from squeezing out of his days this something without which he is not quite alive. We substitute horizontal bars for trees to climb, and a baseball diamond for the country meadow. But you cannot make a playground by setting up a few teeter-totters and building a sand-pile.

The playground must also create that atmosphere of joyous busy-ness which is the spirit of childhood. For a playground is very much a thing of the spirit and this spirit must be nurtured by the love and insight of the play leader. To foster it wisely the play leader must know what *play* really is.

Well, what *is* play? Sometimes we explain it by saying it is "recreation" and

then we let it go at that. But what is recreation? It is not just amusement, or exercise, or athletics, or "busy work." It is all of these and more too. Recreation is *recreation*, that through *play* "we shall have Life and have it more abundantly." In its finest manifestation it should mean three things: Health, Strength and Joy!—From "Health in Play," American Child Health Association.

#### WHY SUPERVISED PLAY IS NOW NECESSARY

Play spaces, in the youth of the generation now passing into old age, were plentiful. Whatever was at fault in the play life of the older generation was not due to lack of space. Play went on as always, because of the everlasting nature urge and dynamic drive of child nature. Child nature, tradition, and adult example set the forms of the play. Children played at home and played in selected community centers for play, and children not only played, they also worked with their parents, and this play and work were the source of health and health teaching.

Since the childhood of the older generation, social changes due to the development of machine control and industrial specialization began to squeeze child life. Our industrial civilization was built up to fatten the pocket book without any consideration of child life. It squeezed the educational advantages out of the home; it built cities, it eliminated spaces in which children could play. Between 1860 and 1900 this influence increased overpoweringly, until child life was pressed under it and healthy, vigorous play broke down. Fifty per cent of the children were loafers. They had no hard developmental work, because social changes had destroyed the opportunity for work. Hence they were more dependent on the play than ever before in the history of the human race. Play was more important as it became less general.

This situation roused sensitive teachers and social workers to action. In 1906 the Playground and Recreation Association of America was founded to promote the sys-

tematic reconstruction of child life in play. Community plan spaces or any places to which little children could go to play now became a social institution. The community playgrounds were established, the initial cost of which was hundreds, thousands, or even millions of dollars.

Adults have deliberately and with intention taken over the old play life of children that went on in the home and have organized it as a community institution. Therefore we must place responsibility of this play center as a means of activity and health upon adults.

Adequate facilities and adult leadership are necessary for the following reasons:

First. Children do not have financial resources to secure facilities for their own play.

Second. The playground means concentration in one place of large numbers of children.

Third. The spaces are too large for children to organize their play by themselves; they need adult organization. It has been found that even college students do not have the skill to organize their own activities.

Fourth. Children must be classified according to age and children of a given age must be kept in the space required by them, otherwise the older children will take away space from the younger children.

Fifth. The program of activities must be set up for age periods and placed where the activities are going on. It must be adapted to the needs of the different age groups, the regulation of which requires considerable adult insight and technical skill.

Sixth. Children of good habits and manners are brought together with those of less desirable habits. Adult leadership is necessary to make it safe for children of good training. While the mixture of children in itself is democratic, it is necessary for the safety of children that they should be under supervision.—Prof. Clark W. Hetherington in address, "Play Spaces As Health Education Equipment," at Annual Meeting of American Child Health Association, May, 1926.

# \*Form for School Safety Survey

City.....  
 Name of School..... Location.....  
 Approximate date of erection.....

## CONSTRUCTION

Number of stories in height.....  
 Materials of outside walls (masonry or frame).....  
     Interior walls (fireproof or wood).....  
 Materials of class room floors.....  
     Corridor floors and stairs (wood or fireproof).....  
 Are walls surrounding stairs of fireproof materials.....

## OCCUPANCY

Number of pupils normally enrolled in the building.....  
 Number of class rooms in basement..... Number of pupils in them.....  
 Briefly describe means of exit from basement.....  
 Where is auditorium or assembly room..... Normal seating capacity.....  
 How many exits..... Are exit signs displayed over each.....

## EXIT FACILITIES

How many continuous stairways in the building lead to the top floor.....  
 How many stairways used by pupils for exit to the street or grounds.....  
 Are stairs provided with hand rails on each side..... With non-slip treads.....  
 Are there any obstructions in the hallways, such as bicycles, boxes, etc.....  
 Is provision made to prevent smoke from entering stairways.....  
 If smokeproof doors are provided are they kept closed by springs or spring hinges.....  
 Are exit doors equipped with hooks, stops, wedges or any device which will permit them to stand open.....  
 Are exit doors bolted at top and bottom with ordinary bolts.....  
     Do they swing outward.....  
 Are fire escapes provided on the outside of the building..... How many.....  
 Are they approached from windows or from doors opening at the floor line.....  
     How wide are they.....  
 What is height of protective railing down the fire-escape and around platforms.....  
     Are hand rails provided.....  
 Does fire-escape lead direct to ground or is lower part movable.....

## FIRE PROTECTION

Is building supplied with fire extinguishers..... How many on each floor.....  
 Is building equipped with a fire hose..... How often tested.....  
 Has the building automatic sprinkler system.....  
 Is the building connected with a local telephone.....  
 How frequently are fire drills conducted.....  
 Are all exits used in fire drills (fire-escapes and all stairways or fire-escapes only).....  
 What time is required to empty the building at fire drills..... Minutes..... Seconds.....

## HAZARDS

Are there any closets or store rooms under stairs.....  
 Is there a book lift or elevator in the building..... If so, is shaft of fireproof materials and openings equipped with self-closing fireproof doors.....  
 Are fireproof containers provided for waste paper and other refuse.....  
 How is building heated (steam, warm air, hot water).....  
     What is distance between smoke pipe and nearest woodwork.....  
 How frequently are ashes moved..... Are they kept in metal cans.....  
 Is all waste and refuse removed from class rooms, halls, stairways, etc., daily.....  
     Are combustible materials stored in fireproof place.....  
 If building is wired for electric light are wires covered (with metal or wood) or open.....  
 Is gas used for lighting or cooking.....  
     Are any of fixtures of the swinging, arm bracket type.....

Signed.....  
 Official Position.....  
 Address.....

Date.....

See "Vacation Business." P. 643, *Child Welfare Magazine*, July, 1926.



## How Safe is Your School?

BY FLORENCE NELSON

*Editor, "Safety Education," National Safety Council*

WHEN mellow September calls Tommy away from the delights of long vacation days to more serious business, his mother, watching a small figure disappear down the street one morning, may be heard to sigh reflectively, "Well, I can't help being glad it's over. I shan't have to worry whether he's chasing balls under automobiles, or starting a bonfire, or getting into the poison ivy. He's safe in school." And if Tommy is one of the fortunate youngsters who enjoy the advantages of a modern school building his mother may reasonably feel a sense of security and satisfaction.

Unfortunately there are many little Tommies whose mothers only take for granted their safety during school hours, and who would be aghast if some of the conditions existing in school buildings were known to them. While we are apt to have the impression that modern buildings are rapidly replacing the older structures, it is noteworthy, indeed a startling fact that seventy per cent of the buildings now used for school purposes are of the old and unsafe type.

During the last three years an average of five school buildings were on fire every day in the year. Surveys of these structures have shown that nearly all of them were in need of immediate attention from a fire hazard standpoint. Nor does this mean that in all cases the old, non-fireproof type of construction was the greatest element of danger. In many cases negligence, or ignorance, or failure to fix responsibility has made a veritable fire-trap of a building designed with every regard for the safety and physical well-being of children during school hours. A very striking illustration of this was found in a junior high school building housing some 1,400 pupils. Two of the three exit doors were found chained and padlocked at eleven o'clock in the morn-

ing. On inquiring the reason the inspectors were told that these doors were bolted morning and afternoon in order to compel those who came late to enter through the door nearest the front office, where they could be properly disciplined. In this same school eighteen other serious fire hazards were found.

In another building, three stories high, three fire escapes were discovered at the rear, each solidly locked. Investigation showed that the keys had been lost five months before and no effort had been made to secure duplicates. In this instance hundreds of children would have been roasted to death inside this steel barrel type of fire escape. A condition similar to this existed in a school in one of the middle western states, in which a fire occurred some years ago. The vestibule doors on the first floor were bolted. A jam occurred there, the children became panic-stricken, and seventy-three pupils and two teachers were burned to death.

Studies of some of the older and more dangerous types of school structures have revealed conditions which "make it almost a crime to require children to attend school." One building was found in which the increase of pupils made extra room necessary. The attic was utilized; the classes divided by partitions of beaver board. When visitors to the school asked for a fire drill they learned that there was only one exit for the entire school, and that only one floor could answer at a time. By opening the door the passage from the stairway above was cut off. The results of a fire in this building are too dreadful to dwell upon.

Doors which open inward are a particular menace to school safety. Many people will recall with horror a recent fire in a school where a merry Christmas party was in progress. The exit door opened inward. The terrified children became jammed

against it, and a large number were cruelly burned to death.

Overheated furnaces, leaky gas pipes, ignition of waste paper, spontaneous combustion among supplies and accumulations of rags, waste and old materials are some of the most common causes of fire in school buildings. A disaster which cost the lives of 21 pupils started in the basement of a school where a large supply of combustible material was stored.

In one of the most modern school buildings, of semi-fireproof construction, the store-room for the chemical laboratory was placed directly under the main entrance through which the majority of children would have to pass if a fire broke out during school hours. In another school visited the furnace was within three feet of the classroom above. On one side was a pile of ashes. On the other a collection of waste paper and other trash used for kindling.

Such instances of carelessness, bad planning, and lack of proper supervision bring

home to us the fact that constant vigilance is the price of safety in school buildings.

Have you actual knowledge regarding the conditions in your own school?

In her article on Vacation Business in CHILD WELFARE MAGAZINE for July your National President has very wisely suggested a survey of the school building as part of the August program of your Association. Why not plan at once for a day when this survey can conveniently be made, securing the co-operation of your school principal, a local fire commissioner, if possible, and other interested citizens. The use of the blank on the foregoing page will help to cover systematically the important fire and accident hazards.

The time devoted to this survey, and to eliminating any of the hazards which may be discovered will pay a large dividend in the assurance that your children are provided with every reasonable safeguard during their hours in school.

## PROLOGUE

*from*

## "ADVENTURE"

BY THOMAS WOOD STEVENS

This is an ordered world . . .  
And man—each man—must find the order out,  
Move in his own adventure, feel, himself,  
The chill and glow, the onward urge, the pause;  
Must beat his life against the swarming wings  
Of other quick experiencing lives. . . .

Now the old order changes, and the new  
Devises dangers ever more malign,  
And man, amid the shifting orders that he  
makes,  
More and more loses in his fight with Chance . . .  
He will make Time his servant, and swift ways  
To close the gap between his journey's ends  
And their beginnings; swiftlier as he moves  
And wider ranges in his daily round,  
Feeding strange flocks on still remoter hills,  
So swiftlier gather round him unknown risks,  
And newer hazards circle like black wings  
Around each new device enslaving Time;  
New perils wait by each unguarded bar  
Where he sets foot to pass the stream of space;  
And each wild energy that bears his rein  
Leaves bloody hoof-prints in his field of life. . . .  
New orders then must find new prudences,  
And councils for the battle with Blind Chance  
Must learn new words of sign and counter-  
sign. . . .

Now the world changes swiftly: shall we meet  
These crowding perils, wasting richest life,  
With careless words and unconsidered smiles—  
"Let the world slide," and "Each man for him-  
self,"

"It happens so" . . . "It is the will of God." . . .  
As though God meant to crush the light of life  
In the blind dark of some sharp accident,  
Wasting in death an unadventured soul. . . .  
Or shall we pause, take counsel, meet and plan  
Some long control of mitigable Chance,  
Some curb upon the careless mouth, some guard  
Against the reckless ardors of the hand?  
Pause and consider men, their various minds,  
Their values quick in life, the bitter waste  
When they fall broken; and the women's tears  
That may not save them . . . Chance is not  
supreme,

However man be bounded by himself.  
Life may be molded—taken warm and young;  
Life may be shaped to new endurances.  
Fate leaves the choice to us. . . Shall we choose  
Chance,  
Or visioning farther, staunch her bleeding stroke,  
Take Knowledge for our guide, and give the  
race

Far in the future, deeper potencies?

—From "Safety Education."



# The Study Circle

Department of the  
CHILD STUDY ASSOCIATION  
OF AMERICA, INC.



Edited by

Sidonie M. Gruenberg, *Director*

Marion M. Miller, *Assistant Director*

Cécile Pilpel, *Director of Study Groups*

## The Shy Child

BY MARION M. MILLER

MARGY is so very shy that I wonder whether parties are good for her," one mother was saying to another, as they sat in the adjoining room during the children's party.

"Shy—really now, that's hardly the word, I should think," answered the other mother, "It seems to me she is doing most of the talking."

The little five and six-year-olds were sitting around the table eating ice cream and birthday cake. The pink candles were lit, the fancy paper hats were on their heads and the whole scene was one of gaiety, carefully planned as it was to be a joyful occasion for every child. And here was Margy—she did seem to be the center of attention. She was so busy that she hardly had time to eat. She laughed louder, and talked faster than most of the others. No wonder that the casual observer would be skeptical about her shyness!

Often the children who seem the gayest are really extremely shy. They try to cover up their own feelings of inadequacy by making an extra effort, so that the result seems real enough, painful though it may be for the child. It is nothing short of cruelty to demand the same behavior of a self-conscious retiring nature as one can hardly expect of a child who is free from such hampering difficulties.

What then are we to do with the shy child? Are we, as so many people used to

advise, to "harden" him by forcing him into prominence? Are we to try to "laugh him out of it?" Are we to shield and protect him constantly from outside contacts and keep him contented within the protection of the family circle?

As in all other problems, let us get beneath the behavior and try to see what caused it. Children who dare not trust themselves with other people, who are unhappy away from home, who dislike strangers, may be children who are physically below par. Building up the physique may react favorable on the morale. Perhaps they are dominated by a stronger personality in the home—an older brother or sister, or a parent. Or they may be of a nature which is different than that of many others about them, and consequently misunderstood. An artistic child in a world of very practical people would have a hard time, and conversely, a mechanic among poets would be ill at ease.

Having put your finger on the probable root of the difficulty, then try to provide opportunities for the shy child to meet the world, a little at a time, in such a way that does not expose him to the limelight, and perhaps to ridicule. Let him find sympathy and understanding, that he may gradually grow in self confidence and self esteem. The more his interest can be awakened in people and things, the less conscious he will be of himself and his own feelings.

## STUDY OUTLINE

Answering the Little Child's Questions  
about the Origin of Life

*Why should the child's questions about sex be answered frankly right from the beginning?*

The knowledge he eventually receives will be colored by his first impressions.

When the child is young the subject can be treated in a matter-of-fact way, without secrecy, suspicion or prejudice.

The child's knowledge of sex should, like his knowledge of other things, be built up gradually.

The child's curiosity is legitimate and should be satisfied.

Confidence and frankness between parent and child should be established.

*What attitudes toward sex should parents maintain?*

The parent should free himself from

hampering fears and inhibitions caused by his own earliest experiences.

He should meet with perfect sincerity the questions the child asks.

He should enter into the spirit of the child and answer his questions with complete sympathy with his limitations and needs.

*How can wholesome sex information be given to the child?*

Build up a suitable vocabulary, with correct technical terms for the organs and processes connected with reproduction and sex.

A wide acquaintance with living things gives a good foundation for later instruction.

Wholesome activity will lead away from too great a pre-occupation with sex.

### REFERENCES

- Benjamin C. Gruenberg, *Parents and Sex Education*. American Social Hygiene Association, 370 Seventh Avenue, New York City.  
Maurice A. Bigelow, *Sex Education*. The Macmillan Company, 1916.  
Bertha Chapman Cady and Vernon Mosher Cady, *The Way Life Begins*. American Social Hygiene Association, 370 Seventh Avenue, New York City.

## Answering Children's Questions

BY CECILE PILPEL

**A**MONG the greatest of arts is that of answering a child's questions. Even though we may know the answer, we are still confronted with the difficulty of making the answer mean something to the child. His experience and vocabulary are so limited that very often the words he uses in asking a question fail to express what he really wishes to know. We have all seen children become exasperated at the stupid grown-ups who keep on talking but never really say anything.

What can we do about it? Quite a good deal. Parents can become intelligent enough to understand what a two-year-old, for instance, really wants to know when he puts the question "why?".

The two-year-old puts his questioning in the form of "why" more often than in any other. It usually means that he is copying other people's "whys." For instance, he really doesn't want to know why the wheels go round, and if we were to try to explain the mechanism he would very soon weary and the only enjoyment he would get would be in having our attention centered on him, with perhaps the added attraction of watching the opening and shutting of our jaws.

What are we to do, then? Not pay any attention to his questions? That would not be helpful. What we need to do is to answer the questions that will help the child become better acquainted with as much of the world as he can understand. If his



hands require washing, and he asks why, we can, as we wash him, talk to him about the need of cleanliness and at the same time, give him proof of the answer by showing him that washing makes his hands clean. This is the best type of answer for the very little child, an answer which he can see and feel.

As the child grows older and develops more of a thinking life, as well as a doing life, his questions will become more and more important, but even then we must not be too eager with *our* answer but rather make an opportunity to have him find the answer by means of his own activities. How is soap made? Why, thus and so. But a visit to a soap factory or actually making a small piece of soap himself will not only answer this question but add to his experience and therefore to his thinking powers. The same holds true of things that grow. Give him the opportunity to plant seeds and watch their growth, the opportunity to care for that which he has planted, a chance to have animal pets which require not only his affection but his thought and attention.

Parents rejoice when their children ask intelligent questions. Mother eagerly repeats to Father the interesting questions his son has asked during the day, and Father tells his friends at lunch time what a bright youngster Willie is. If he has asked some really good questions about the engine of the automobile, Father is delighted, but let Willie ask where baby Susan came from, and the joy in the question and the answer will depend very much on Father's own bringing up, on Father's attitude toward the sex life. The same holds true of Mother. The question where babies come from, if put by a child of about the age of five, does not imply that the child is interested in the creative act. The child wants to know where babies come from for the same reason that he wants to know where all the other things come from, and he wants as clear and true an answer as it is possible for us to give him.

"Oh," you will say, "after you have answered that, he will ask so many more questions." Let us hope he will and let us try

to tell him what *he* wants to know and not what *we* think he ought to know. Unfortunately, because of our bringing up, our experiences, and because of all the mean and sordid things we know about the sex life, we are not at ease when we answer such questions. We flush, we stammer, or become sentimental or untruthful. The intelligent child very quickly becomes aware that there is something not quite right about this particular question and because of this feeling curiosity is unduly aroused. By our way of meeting the question we show that there is more than we are willing to tell. Parents must try with all their power to free themselves from their acquired, hampering attitudes of thought in regard to the sex life, in order that they may finely and helpfully meet their children's legitimate and intelligent questions.

The story of the growth of the baby in the mother's body is very much of a fairy tale to the little child. This is well illustrated by the eight-year-old who was found putting a piece of sugar on the window sill in order to attract the stork, who, she told her mother, would then bring her a baby brother. Nurse had advised her to do that. "But," said the mother, "you know better than that." I have told you where babies come from." "Yes," said the little girl, "But I like the stork story better." It is important that this first question of where the baby comes from should be answered truthfully, even though it may seem a fairy story to the child. We want our children to have complete confidence in us and the truthful way of meeting questions of far-reaching importance will keep this confidence unbroken.

Parents are not the only people that the child meets and surely even if we could manage it so, we would not want them to be, for in order to develop fully, the child needs many contacts. What we do want, however, is to be certain that our children acquire from *us* whatever they will come to value later in regard to their own spiritual lives, and surely we want them to think and feel as we do regarding this very important phase of our life—the sex phase. It is important that all questions bearing

on the sex life should take their coloring from people with a clean and fine attitude. Very soon there will be many people more than willing to pour all their ignorance and filth into the eager, curious, and interested mind of the growing child. If you have met the first questions truthfully, your child will have gained a confidence in you which will not be easily broken down. The whole point is to get there *first* with the truth, facts, right thinking and fine attitudes. Your boy will then not be found among those standing at street corners, smirking at the sight of a passing pregnant woman, nor will your girl blush and look the other way as though she had seen something indecent. We need not be sentimental, just truthful. The marvel of life, provided we allow the child to become acquainted with it, will itself call out sufficient wonder and interest to develop the reverent attitude.

As the boy and girl grow older in understanding and keener in interest, at about the ages of eight, nine or ten, we may be certain that the question as to the father's part in the creation of life will be put to us. Here, too, we must not fail our children. Good books on biology or physiology can serve as an aid in giving these growing children a clear, scientific account of the various processes that make up the cycle of life. Give them all the physiological facts, but do not fail at the same time to point out the other and more important aspects of fatherhood: the share which a good father has in protecting and loving his children, his place as a true and helpful mate to the mother, and his contribution to good citizenship.

You may say, "Surely this is too young an age at which to give so much information."

Again I must say, "The person around the corner will not wait until he thinks

your child is ready for all that knowledge. And again, what makes you think that this bright and intelligent child of yours, who at this age inquires into everything under the sun, will shut his mind and interest to that phase of life just because you might wish him to?"

Perhaps you will say, "He doesn't ask about these things."

That is no evidence. It may merely be proof that somehow you have failed him before, and you will be wise, if you wish to be the one to guide him, to take advantage of a suitable situation, mood, or interest, and help him to discuss with you questions which you can very safely accept as being in his mind just as they were in yours when you were at that age.

There are many other facts and standards in relation to the child's sex habits which the wise parent will want to discuss freely and helpfully with his or her growing boys and girls. At a later period too, will come questions regarding prostitution and other anti-social manifestations, and the wise parent will be ready to meet these questions understandingly, and, because he has given them earnest thought, helpfully, and always with the fine standards which he has acquired.

If we have been successful in establishing confidence in us from the time the child asks his very first question through to the age of eighteen and even later, we will have had time enough to give all the facts which the growing person must know about the sex life and also to inculcate such standards as we have found to be basic in the sanctions underlying our social order and those which are part of our very own spiritual development.

Meet the first questions with truth, knowledge and understanding.

*Following duty, or whatever is consistent with duty, or if not duty as commonly understood, then, duty as more perfectly conceived, but always duty, and not mere inclination or pleasure—this is the way of safety, this the higher liberty. Following one's heart is of uncertain value.—WILLIAM M. SALTER.*

## Our New Year

BY MARGARETTA WILLIS REEVE

**T**HIS month the President stands aside to allow the Editor to talk with the readers of CHILD WELFARE and with the members of the National Congress of Parents and Teachers; but this is not as generous as it sounds, as they are, after all, one and the same person!

September brings the new year of the magazine, and it promises to be indeed a happy one, for we enter it with a steadily growing subscription list, a marked increase—more than 110 per cent—in renewals and an enlarging interest in and dependence upon the publication on the part of its readers. As the whole reason for its existence is to serve, our program for the future is based upon the experience of the past, and our new plans have been made in response to valuable suggestions and requests received and welcomed from friendly critics.

The Congress has published a large number of leaflets, many containing programs, which have been more widely distributed than used, thus entailing waste of money and material which might be better employed in meeting more general demands. Beginning with the September issue, therefore, the programs for Study Circles, both preschool and grade school, will appear in the magazine, one month in advance of the month in which they are to be used. For instance, in September, when circles are organizing and appointing committees and holding the "get-together" meeting, you will find a splendid talk by the National Chairman of Study Circles, Mrs. Crum, which will be just what you need for starting the year's work; and with it will be published the program for the October meeting, so that topics may be assigned and necessary books procured in ample time. In the magazine, also, will be found much useful program material for use in communities in which libraries may not be available, as well as for home reading. As every circle is—or ought to be—several times a subscriber to CHILD WELFARE, this will insure every group against possible delay in receiving material from either state or national office.

In the past, the chairmen of national committees have each prepared leaflets on their particular activities, and here again the finest possible aids to work and study have often failed to reach those who most needed them, because they were not asked for. In future these plans will appear in the national magazine, with helpful comment, and readers may write for advice and further suggestions for carrying them out.

The Round Table will be continued and increased in scope and in helpfulness. It will be conducted by the Associate Editor, Martha Sprague Mason, First Vice-President of the Congress, and will be a practical discussion of program making, committee and association activities, and problems of administration. Mrs. Mason will have the collaboration of the Field Secretaries and other experts. Questions will be gladly answered, and, when requested, special replies will be sent by mail, when postage accompanies the inquiry.

The magazine has a large library of recommended books on child health and child training, and its editors are familiar with their contents and their application to the various lines of work and study. We shall be happy to advise our readers in regard to books if they will state their needs fully. We are inaugurating also a special service by means of which valuable articles which have appeared in various other publications may be obtained.

If there are still other ways in which we can serve you, or your study circle or your association, write and tell us of them.

## EDITORIAL

**W**E are on our way West and these editorial remarks will necessarily carry the impressions of our country out where the West begins.

We of the Middle West grow to feel that our prairies are vast and sweeping; but out here they seem, in retrospect, annoyingly cluttered up with trees and towns. The vastness of these plains reminds one of the wideness of the mercy of God and they are restful beyond words. On leaving the plains for a trip to the top of Pike's Peak, all pettinesses fade away, and as one young person in the group said: "Nothing seems to matter when you realize that every one of these cottages down the mountain sides and in the valley, has its own sorrows and trials and joys." Perspective such as this is what we must have occasionally to make us see our personal problems as universal ones and to kill self-pity in our minds.

\* \* \*

In a great hotel yesterday, I attended a concert given by the hotel orchestra. Only ten people listened to the delightful program while a hundred or so chatted in the adjoining lobby. One small boy strode noisily up to the platform, stood so close to one of the musicians that he interfered with his playing and put his hands on the instrument which was being played. Then he came back to his father and in loud tones asked questions about the music, to which his father replied equally loudly, explaining proudly to an irritated neighbor that "Henry was so fond of music." Later, this boy, eating refreshments greedily and noisily was reprimanded by his mother for his lack

of daintiness, to which he replied roughly, "I don't care if I do; I have to eat in the servants' dining room anyway!" All of which made me reflect gratefully that the National Congress has revived its committee on Social Standards, for we have many parents who are failing to equip their children for life by good manners as well as good schooling.

\* \* \*

In the Union Depot of one Western City, one sees in large gilt letters over the gate "Tell your friends about our scenic wonders." As I read it two easterners were laughing over it near me, saying "Isn't that just too western and provincial?" And I wondered if they realized that nothing of that kind could be seen in New York, for instance, because it would never occur to a citizen of that great and self-confident city that any visitor could go back home and not tell about it. The provincialism of the East and the provincialism of the West—who shall say which is the greater?

The family reading in this trip is centered about Hugh Walpole's *Fortitude*. Do you remember its opening sentence?—"Tisn't life that matters—'tis the courage that we bring to it." It was this that carried Peter Westcott the boy through the years of terrible trials into the strong manhood that he later developed, and gratefully we accept the admonition.

Enough inspiration for a life time lies in these three things—the height of mountains, the wideness of plains and this one thought, "'Tis the courage we bring to it."

M. L. L.

*The only abidingly valuable service is that which you give because you must; a thing that springs spontaneously out of character, the natural emanation of a true personality; the service which has no eye upon the results, which is not troubled about success or failure, but goes through both and is unconcerned with either.—RICHARD ROBERTS.*



## *The Round Table*

CONDUCTED BY MRS. EDWARD C. MASON

Committee work is both a source and a result of programs. With this as a viewpoint our local Parent-Teacher leaders will be interested in this article by Mrs. C. E. Roe, a National Field Secretary, who is living a very wide Parent-Teacher life. This is the second of a series of articles relating to the technique of guiding local associations.—M. S. M.

### Committees at Work

BY EDNA B. ROE, FIELD SECRETARY

THE value to local Parent-Teacher Associations of work that can be accomplished by the various committees is very often greatly underestimated. The ideal association, "both large and active," is made possible by the proper development of committee work. More and better leadership and membership, and better programs can be developed through committee activities. Many avenues of service can be opened by them, and the work thus inaugurated will be of practical aid in enlisting the varied interests of members. Even the busiest person can contribute information and material which he has at hand, that will be of real value to the association, if he is given work to do that already holds his interest, and again, many of the members, sometimes the busiest ones, will hail with delight the opportunity to venture forth into new fields of endeavor.

Local interests and needs, the type and number of members in a group are among the determining factors in choosing the committees most necessary for the work decided upon. Fortunate, indeed, is the association which is able to name the personnel of the committees before the summer vacation begins, thus making it possible for the chairman to call a meeting of his committee before school opens in the fall. Plans and projects for the year may be discussed, and after suggestions from and approval by the Executive Committee, a report will be ready to submit at the first regular meeting of the association. When this is not

possible, the committees should become active soon after school opens, so that work will be well under way before the diversion of the holiday season. New members, unless given other work to do, should be added to the standing committees or placed upon special committees from time to time, so that each one may have an opportunity to contribute some personal service to the association.

Suggestions for the four organization committees, Membership, Program, Publicity, and Hospitality, are to be found in the National Hand Book and in various national leaflets. The committee members should be thoroughly familiar with these suggestions. If the name and address of the committee chairman has been sent to the corresponding state (or district) chairman, further help will come from this source. The standards of excellence, that deal with these committees, as printed in the Hand Book should be studied and plans discussed for attaining them. After arranging to meet these requirements, after becoming familiar with suggestions from state and national sources, the members of the committees should endeavor to adapt all the information that applies to the local situation, and at the same time should contribute new and constructive ideas for the better development of the work to meet local needs.

The addition of the CHILD WELFARE MAGAZINE, Child Welfare Day, and Pre-School Circle committees as an aid to meet

further requirements for Standard and Superior Associations, should receive the consideration of the Executive Committees.

In a small association the duties of the CHILD WELFARE MAGAZINE Committee may be combined with those of Congress Publications, etc. To help attain the objective of subscriptions from at least fifteen per cent of the membership, an attractive poster may be on view; a member of the committee should be in readiness at all meetings to take subscriptions, and the chairman might advertise the magazine in a very brief, but novel and attractive way as part of the committee report submitted at each meeting.

The Child Welfare Day committee should be a standing committee, and while the celebration of Founders' Day and the sending of a gift for extension work will assist the association to become Standard, this committee has an unusual opportunity throughout the year to educate the membership in the history and development of the Parent-Teacher movement.

A Pre-School Circle lays foundations, and is the feeder for the Grade Association, and a study of the requirements for the Pre-School standard, and of the varied suggestions in the Pre-School leaflets will enable the committee to organize a Pre-School Circle even in the very small communities. These three committees will also receive many helpful suggestions from the corresponding state committees.

A Finance Committee may be needed by many associations. This committee might estimate the amount of money needed in the general fund for the year's work, and submit a budget to the association. State and National dues, District and County dues when on a per capita basis, Founders' Day offerings and special funds (hot lunch, milk, etc.), are not a part of the general fund. These funds are for a specific purpose, should be listed as separate items on the treasurer's books, and should not be included in the budget. Recommendations may be made that not more than two—one is better—money raising features be undertaken annually and that this entertainment take place early in the school year when it

will meet with the greatest success. If this plan or a similar one could be carried out, one of the greatest dangers to the growth of the association, that of the necessity of a continual discussion of ways and means at the regular meetings, would be eliminated.

A study of the receipts and the expenditures of the past few years, together with a knowledge of the projects for the coming year, will be of help. This committee should also have ready definite recommendations as to how the funds can be raised, for in but few associations will the local dues be sufficient to meet all the needs. It might be suggested that a sum of money equal to two dollars (\$2.00) per member, in addition to the local dues, will be sufficient for the general fund, to be expended as follows:

For school or community (or both) .....	50%
President's or representative's expenses to state, district, and county meetings.....	20%
General expenses, postage, stationery, books, telephone, etc. ....	10%
District and Council dues (unless financed by per capita dues), assisting state projects, CHILD WELFARE MAGAZINE subscriptions .....	15%
Emergency and courtesy.....	5%

This budget is but a suggestion. It is not to be adopted as presented here, but may serve as a guide to the Finance Committee.

If the association is small, one Hygiene Committee will probably be sufficient to care for the different phases of health, but a large association may want to have the several Hygiene Committees that are active in the national work. The Magazine, the Bulletin, and the many suggestions from the state chairman will be of help to the Health Committee, in addition to the aid always so generously given by the local health leaders.

The four organization committees, plus the Child Welfare Day, the CHILD WELFARE MAGAZINE, the Pre-School, the Budget and the Health committees, may meet the general needs of all associations, and the addition of further committees will be determined by the type of the association and the local interests. The Executive Committee should study the national plans, become familiar with the activities of the different committees, and should add from

time to time those that are most needed for the advancement of the work. Some of the additional committees may be local (milk, hot lunch, social service, etc.), to meet peculiar needs; others will correspond to the state and national committees. All should hold the interest of the members and afford a channel for personal service.

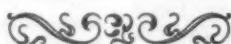
Many of the associations continue to allow the "faithful few" to carry the burden of the organization. This prevents the proper development of leadership and of an interested membership. The number of offices is limited, but a real leader will place some responsibility upon each member some time during the year. One way of testing out ability is through committee work.

Programs which are based on proposed or actual committee work are much more

interesting and valuable than those which are unrelated to the projects which are engaging the thought and active service of members. We all like to do, and to learn to do better.

Programs, too, may be in the form of reports or they may be demonstrations or exhibits of work that committees have done. An account of the important discoveries of the Pre-School section of the association, or a demonstration of the new lunch room in action, or an exhibit of the plans of the new school house made possible through active parent-teacher campaigning, finds an acceptable place in the program.

Programs and activities go hand in hand. Each helps to make the other vital and to give backbone to the Parent-Teacher framework.



*The Workshop and Library  
In the National Office, Washington, D. C.*

## State News

### MISSOURI

#### ST. LOUIS DISTRICT NEWS

The St. Louis Council of the National Congress of Parents and Teachers celebrated the 29th anniversary of the founding of the National Congress with a beautiful historical pantomime, given on the afternoon of Wednesday, Feb. 17th, in the auditorium of the McKinley Intermediate School.

The pantomime differed from the ordinary run of such affairs in one essential. It was entirely original. Each school association, taking part was given as a topic, one of the departments of the national organization, and asked to prepare a five-minute pantomime with their own members as actors. All the schools responded so splendidly that when the pantomime was presented a most clever and harmonious whole resulted, which received the highest praise from all who were present.

The afternoon's program began with the singing of "America," led by Mr. Eugene M. Hahnel, supervisor of music in the St. Louis schools, who also directed the music for the pantomime.

The president of the St. Louis Council gave a short address of welcome and introduced Mrs. Hubele, Founder's Day chairman.

Two children dressed alike in herald costumes of blue satin, served as announcers for each scene, holding aloft a poster with the subject of the scene to be presented. The stage was beautifully decorated with potted plants and flowers.

After the pantomime, all taking part formed in line, and with the members of the various organizations, all of whom wore caps made in the colors of their respective schools, marched through the corridor to an adjoining room, where long tables had been covered with crepe paper in the national colors of blue and gold, and numberless dainty baskets filled with delicious home-made cookies, donated by members, graced the tables. Fruit-punch was served to all, and with an estimated attendance of nearly 2,000 this was no small task. However, all were finally served, and the members and guests departed for their homes, delighted with the afternoon's entertainment.

Owing to numerous requests the council repeated their pantomime on the evening of Friday, March 26, at the same place, many principals, teachers and fathers having expressed a desire to see it.

#### SUNSET HEIGHTS PARENT-TEACHER ASSOCIATION

Mrs. N. O. Nelson, *President*

Money is not our aim this year, but rather we are striving to gain more knowledge of child life.

We have six hundred and fifty pupils in our school, in fact, more than can be handled successfully, because of our small building; but we have great hopes, and are looking forward to the time when we will have our new building.

One thing we do, which creates unusual interest in our work and develops the social side, is to have parties at the members' homes, usually one night of each week. The fathers are invited and friends and neighbors, not belonging to the club, are welcomed. This is done in order to get them more interested in our work.

When one of our members moves into a new home, we all get together and give them a surprise, welcome and present them with a gift from the association, assuring them of our appreciation of their work.

We also do the same if one of our members leaves the community.

We feel that, as the old adage says, "All work and no play" makes dull members, and that a little play will break the monotony of the long months of hard work, and give us something to look forward to.

We hold our meetings on the second Thursday of each month, always having something worth while to give our members and visitors—maybe one good thought to take home with them, which will help them solve their child problems.

We also entertained with sorrow and joy our sixth grade pupils, who are leaving to enter new fields of work in the junior high schools.

Our club has proved a very successful one.

#### KANSAS CITY DISTRICT NEWS

Of the new high school extension department at a very enthusiastic meeting in discussing the ways in which the High School Parent-Teacher Circles could be made more interesting and necessary to the parents of high school children, it was brought out first that the meetings should be held at such a time that it would be possible for the teachers to attend, as it is only in this way that true co-operation between the parents and teachers could be attained.

Some suggestions for improving this condition were: first, that a special invitation be extended to the teachers to be present; second, that some teachers be put on the program committee of the high school organization so that programs vitally interesting to the teacher as well as the parent could be planned; third, to set aside a week, or a few days of a certain week, when all the parents would be invited and urged to attend the regular classes of their children, so that they might have a better understanding of the work actually being done.

It was also felt that the parents should strive to get the young viewpoint, so that in helping to solve the students' problems the parent could look at that problem from his child's standpoint. In order to do this the parent must think first of the group of young people rather than his individual child; see what the group is doing, and also know what new developments have come in education and in all other lines.

The parent must co-operate with the pupil in home study; see that a proper amount of time is devoted to study, a proper amount to recrea-





tion and a proper amount to sleep. He must also keep his child's ideals high, see that he reads the right kind of books, and watch his spiritual development, which is perhaps best exemplified in this high school period by keeping his school spirit right and keeping him always a "good sport."

At this period it is also important that the parent choose not for the child, but should guide him aright in his selection of a vocation or a career, for his high school course must be planned so that his future education is merely a completion of the line of work already begun; therefore, the parents must keep informed on curriculum and know what credits their child must have.

The foregoing points were all brought out in this meeting to show what the material for high school programs should be, in order to keep the parents vitally interested. From that the committee went to a study of the organization of this department into a real working body so that the

membership of the high school organization might be greatly increased.

It was decided that the extension chairmen of the high schools should work directly with the council chairman, and that each high school chairman should organize the grade school chairmen in her district, so that they may work on the problems in their own particular district. Each grade chairman in turn is to organize the parents of the highest grade in her school, either sixth or seventh, as the case may be, into a club. This club is to meet from time to time to get acquainted and have discussions of the problems which come to them. Then when the time comes for this group to enter high school parent-teacher work, they will be acquainted, know who their leaders are, and be better equipped for the high school problems which present themselves.

It was unanimously agreed that a very vital problem for these clubs to take up this year is the problem of the unchaperoned parties and



*Bret Harte Grammar School, Sacramento, Calif., Before and After it Had Parent-Teacher Co-operation*

rides of our young people; that this be developed into a city-wide movement, with the object not to keep the young people from having a good time, but to change somewhat the viewpoint of what constitutes a good time, and to so work with them that their lives will be so filled with the good things that there is no time for the questionable pleasures.

#### COLORADO

Space does not permit the recounting of all the various activities that have occupied the Denver County Congress of Parents and Teachers, as there are few of the seventy associations that have not done some outstanding bit of constructive work, but we have in the entire county striven to interest more people, by intensive membership campaigns, and to hold the interest of new members by giving worth while, helpful programs.

Pre-school circles have been organized in a few schools and a mother study circle for the entire membership has made a beginning in the attempt to bring much needed knowledge to conscientious parents, on the tremendous job of being a parent.

A music club has been established which undertakes to bring to interested members a knowledge of music and things musical, as well as to train groups in chorus work. It may be of interest to know that city and county presidents all over the nation report attempting work along this line, believing that much is to be accomplished by the use of music among our people.

The publicity department has made great strides toward an ideal press organization, and has made good use of the space so generously donated by our local papers.

Thirty-three rooms and three schools succeeded in winning "over the top" prizes.

Twenty-three girls have been helped along through another year of school work, twenty-three girls who without the scholarship fund would have been obliged to drop out of school to go to work.

Thus even the little which we may accomplish in a single year grows on to make the mighty influence in the whole plan of civilization.

#### PLAY INSTITUTE IN DENVER IN THE FALL

At the convention in Atlanta we were told that "Families who play together, stay together," and further, that the American people do not know how to play.

In order to help us learn how to play it has been decided to have Miss Elizabeth Burchenal, of New York, president of Our Folk Dance Society, and leader of the recreation evening at

the National convention, hold a Play Institute in Denver this fall.

It is recommended that each Parent-Teacher Association send a representative who is interested in such matters to the Institute in order to learn how to play, and who will come back to the community and teach the whole association how to play. In other words, become a leader for the social activities of the Parent-Teacher Association. As many others as are interested should also attend and thus help to carry on the good work.

If about seventy-five can be secured for the class the expense will be less than \$5.00 apiece. This will be for one lesson a day for two weeks.

This class is open to anyone who is interested in learning how to play, upon the payment of the small fee required.

The local associations are asked to be responsible for at least one delegate, so that every section may be represented.

#### KENTUCKY

Under the auspices of the Parent-Teacher Association of Greathouse School, St. Matthews, the "Doll Revue," an original play, was presented at the Elks Club, Louisville, in November, by the pupils of the school, assisted by the pupils of several dancing teachers of Louisville. The play and music written by Mrs. Charles Felix Dale, and produced under her direction, was an effort to show appreciation and to display the many handsome dolls which the merchants and prominent citizens of Louisville had contributed to the doll booth of the Greathouse School bazaar. The Queen of the Dolls, "Rose of Rose Island," a beautiful doll, elaborately outfitted and donated by Mr. D. B. G. Rose, was the central feature of the play, and became the proud possession of the one holding lucky number Doll Revue ticket. Drawing took place at bazaar and chicken supper given at the school in December.

Mrs. C. F. Boles, chairman, introduced many new and novel features. A large and enthusiastic crowd attended. The men of St. Matthews served the supper in true Southern style, their black faces and white coats afterwards appearing in a minstrel which would have done justice to a season on Broadway.

The teachers of the school staged a quaint and charming little play which was most enthusiastically appreciated. The undertaking was the most successful in the history of the school, and between five and six hundred dollars was realized.

MRS. CHARLES FELIX DALE,  
*Publicity Chairman Greathouse  
Parent-Teacher Association.*





# MONEY! MONEY! MONEY!



Of course, your association is interested in a plan to raise funds for its treasury, and parents are interested in articles dealing with problems on child welfare. Put two and two together! Appoint someone to solicit subscriptions to **CHILD WELFARE**, *the* magazine for parents and teachers, and take advantage of

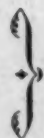
## SPECIAL OFFER "G-3"

Any local association securing ten or more one dollar subscriptions to **CHILD WELFARE MAGAZINE** may retain 20% of the total amount for its treasury, forwarding to the magazine office 80¢ for each subscription taken. Ten subscriptions and \$8.00 must accompany initial order, but after your association has a club of ten registered, subscriptions may then be forwarded singly or in groups of two, three, etc., and the 20% deducted.

Every **PARENT** and **TEACHER** in your community  
is a **PROSPECTIVE SUBSCRIBER**



For further information, subscription blanks, etc., write to  
*Child Welfare Magazine, 5517 Germantown Ave.  
Germantown, Phila., Pa.*



**HAVE MONEY** \$\$\$\$ \$\$\$\$ **FALL COMES!**  
in Your Treasury when

# National Congress of Parents and Teachers

## President

Mrs. A. H. Reeve, Ambler, Pa.

Corresponding Secretary, Mrs. E. E. Kiernan, Somerset, Pa.  
Recording Secretary, Mrs. Frederick M. Hosmer, Hunter Ave.,  
Auburn, N. Y.

Treasurer, Mrs. B. I. Elliott, 966 E. Salmon St., Portland,  
Oregon.  
Historian, Mrs. John E. Hayes, 2083 Clermont St., Denver,  
Colorado.

## Vice-Presidents

Mrs. E. C. Mason, 3 Grove St., Winchester, Mass.  
Mrs. William Uilmann, 521 E. Walnut St., Springfield, Mo.  
Mrs. Hugh Bradford, 3400 I St., Sacramento, Calif.  
Mrs. S. M. N. Marre, Capitol Station, Austin, Texas.

Dr. William B. Owen, Chicago Normal College, Chicago, Ill.  
Mrs. Victor Malmstrom, 2034 Sixth Ave., Tacoma, Wash.  
Mrs. Bruce Carr Jones, 626 Forth St., Macon, Ga.

## Bureau of Child Development

Dr. Bird T. Baldwin, Manager,  
Iowa Research Station, Iowa City, Iowa.

## Bureau of Rural Life

Miss Florence E. Ward, Manager,  
Department of Agriculture, Washington, D. C.

## Bureau of Education Extension

Mr. Walter J. Bittner,  
University of Indiana, Bloomington, Ind.

## Bureau of Publicity

Mrs. Laura Underhill Kohn,  
Furnace Brook Farm, Peekskill, N. Y.

## Bureau of Program Service

Mrs. Earl L. Morris, Manager,  
812 E. First St., Santa Ana, Calif.

## DEPARTMENTS AND STANDING COMMITTEES

### ORGANIZATION

**Child Welfare Day**  
Mrs. David O. Mears, care of National  
Office, 1201 16th St., N. W., Washing-  
ton, D. C.  
**Congress Publications**

**Membership**  
Mrs. Drury W. Cooper, Parkhurst Place,  
Montclair, N. J.

### EXTENSION

**P.-T. A. in Colleges**  
Mrs. J. W. Bingham, Palo Alto, Calif.  
**P.-T. A. in High Schools**  
Miss Minnie Oliverson, 17th St., Kansas  
City, Kan.  
**P.-T. A. in Grade Schools**  
Mrs. Harry L. Fleming, 1401 N. Main  
St., Bloomington, Ill.  
**P.-T. A. in Churches**  
Mrs. Rex Dodge, Falmouth Foreside,  
Portland, Me.  
**Pre-School Circles**  
Mrs. Clifford Walker, 205 Prado, At-  
lanta, Ga.  
**Study Circles**  
Mrs. E. R. Crum, 1630 Virginia St.,  
Berkeley, Calif.

### PUBLIC WELFARE

**Citizenship**  
**Juvenile Protection**  
**Legislation**  
Mrs. William Tilton, 11 Mason St.,  
Cambridge, Mass.

**Motion Pictures**  
Mrs. Morcy V. Kerns, 2526 S. Cleveland  
St., Philadelphia, Pa.  
**Recreation**  
Mr. J. W. Faust, 315 Fourth Ave., New  
York City, N. Y.  
**Safety**  
Dr. A. B. Meredith, State Dept. of Edu-  
cation, Hartford, Conn.

### EDUCATION

**Art**  
Dr. Frank Alvah Parsons, 80th St. and  
Broadway, New York, N. Y.  
**Humane Education**  
Mrs. Jennie R. Nichols, 1024 N. Cush-  
man St., Tacoma, Wash.  
**Illiteracy**  
Mrs. E. W. Hale, Whitehaven, Tenn.  
**Kindergarten Extension**  
Miss Clara Wheeler, 853 Watson St.,  
S. W., Grand Rapids, Mich.  
**Music**  
Mrs. Elmer J. Ottaway, Riverside Drive,  
St. Clair, Mich.  
**School Education**  
Miss Chari Williams, 1201 16th St.,  
Washington, D. C.  
**Student Loan Fund**  
Mrs. J. F. Hill, 218 Knott St., Port-  
land, Ore.

**HOME SERVICE**  
**Children's Reading**  
Miss Sarah B. Askew, Public Library  
Commission, Trenton, N. J.  
**Home Economics**  
Miss Grace E. Frysinger, Department of  
Agriculture, Washington, D. C.

**Home Education**  
Miss Ellen C. Lombard, The Argonne,  
Washington, D. C.  
**Standards in Literature**  
Mrs. Curtis Bynum, Asheville, N. C.  
**Social Standards**  
Mrs. George B. Chandler, 1182 E. Broad  
St., Columbus, O.  
**Thrift**  
Mrs. Ella Caruthers Porter, 4608 Lake-  
side Drive, Dallas, Texas  
**Spiritual Training**

### HEALTH

**Child Hygiene**  
Miss Mary E. Murphy, 848 N. Dearborn  
St., Chicago, Ill.  
**Mental Hygiene**  
Dr. D. A. Thom, 520 Commonwealth  
Ave., Boston, Mass.  
**Physical Education**  
Dr. C. Ward Crampton, 771 Madison  
Ave., New York, N. Y.  
**Social Hygiene**  
Dr. Valeria Parker, 370 Seventh Ave.,  
New York, N. Y.

### COMMITTEES-AT-LARGE

**Child Welfare Magazine and Company**  
Mrs. Charles H. Remington, 214 Water-  
man Ave., East Providence, R. I.  
**Endowment Fund**  
E. C. Mason, Esq., 8 Grove St., Win-  
chester, Mass.  
**Budget**  
Mrs. H. N. Rowell, 3153 College Ave.,  
Berkeley, Calif.  
**Extension Among Colored People**  
Mrs. Fred Wessels, 501 E. Waldberg St.,  
Savannah, Ga.

## NATIONAL OFFICE: 1201 16th St., N. W., Washington, D. C.

Executive Secretary, Mrs. Arthur C. Watkins

Field Secretaries, Miss Frances Hays, Mrs. C. E. Roe

## STATE PRESIDENTS

Alabama: Mrs. W. J. Elliott, 818 S. Court St., Montgomery  
Arizona: Mrs. E. Elmo Bollinger, Kingman  
Arkansas: Mrs. C. H. Thorpe, 2006 State St., Little Rock  
California: Mrs. F. O. McColloch,  
418 S. McCadden Place, Los Angeles  
Colorado: Mrs. J. Sherman Brown, Route 2, Littleton  
Connecticut: Mrs. H. Wooster Webber, Ivoryton  
Delaware: Mrs. Robert E. Lewis, Dover  
District of Columbia: Mrs. Giles Scott Rafter,  
800 15th St., N. W., Washington  
Florida: Mrs. A. L. Fanger, 402 N. E. 36th St., Miami  
Georgia: Mrs. P. H. Jeter, Decatur  
Hawaii: Mrs. J. S. Donagho, 961 Aiea Drive, Honolulu  
Idaho: Mrs. D. G. Ruby, Caldwell  
Illinois: Mrs. Walter H. Buhlig,  
373 Normal Parkway, Chicago, Ill.  
Indiana: Mrs. G. G. Derbyshire, Southport  
Iowa: Mrs. B. C. Hopkins, 3319 Beaver Ave., Des Moines  
Kansas: Mrs. John McNarrey, 830 Ann Ave., Kansas City  
Kentucky: Mrs. Hans Mueller, Apt. 87,  
Willow Terrace, Louisville  
Louisiana: Mrs. Henry Alcus, 1645 Sontat St., New Orleans  
Maine: Mrs. Joseph D. Small, Westbrook  
Maryland: Mrs. Harry E. Parkhurst,  
1410 Park Ave., Baltimore  
Massachusetts: Mrs. George Whitting,  
Room 408, 248 Boylston St., Boston  
Michigan: Mrs. Fred M. Raymond,  
641 Prospect Ave., S. E., Grand Rapids  
Minnesota: Mrs. E. G. Quamme,  
1856 Fairmount Ave., St. Paul

Mississippi: Mrs. Lewis H. Yarbrough, Hazlehurst  
Missouri: Mrs. W. A. Masters, 2623 Union St., St. Joseph  
Montana: Mrs. A. W. Lusada, 1006 Spring St., Lewiston  
Nebraska: Mrs. George H. Wentz, 240 N. 11th St., Lincoln  
New Hampshire: Mrs. Frederick S. Libbey, 77 Glenwood Ave.,  
Franklin  
New Jersey: Mrs. Louis T. de Valliere,  
720 Riverside Ave., Trenton  
New Mexico: Mrs. W. W. Phillips, Roswell  
New York: Mrs. Frederick M. Hosmer, Hunter Ave., Auburn  
North Carolina: Mrs. Wylie Swift, Greensboro  
North Dakota: Miss Elsie J. Cook, Minot  
Ohio: Mrs. C. E. Kendel, 1109 Forest Road, Cleveland  
Oklahoma: Mrs. J. P. Slaughter,  
1923 Clamen Blvd., Oklahoma City  
Oregon: Mrs. W. P. Gabriel, 394 N. E. 13th St., Portland  
Pennsylvania: Mrs. E. E. Kiernan, Somerset  
Rhode Island: Mrs. Frederick H. Dovers,  
677 Park Ave., Auburn  
South Carolina: Mrs. Otis Arrowsmith, Kingstree  
South Dakota: Mrs. G. G. Koenig, Watertown  
Tennessee: Mrs. Herman Feger, Feger Place, Chattanooga  
Texas: Mrs. C. E. Maddocks, 700 Sixth St., Ranger  
Utah: Mrs. William Reid, 1150 Harvard Ave., Salt Lake City  
Vermont: Mrs. A. C. Rockwell, Proctor  
Virginia: Mrs. Harry Semones, 315 Church St., Roanoke  
Washington: Mrs. C. V. Aspinwall, E. 418 19th St., Spokane  
West Virginia: Mrs. T. J. Dawson, Yukon  
Wisconsin: Mrs. George C. Zachow,  
1013 Second St., Milwaukee  
Wyoming: Mrs. Albert Rochella, Lusk



# Index to Volume XX CHILD WELFARE MAGAZINE

September, 1925 to August, 1926

PAGE

Action? Action?? Action??? JOY ELMER MORGAN.....	541
After School, What? JOY ELMER MORGAN.....	611
American Citizenship. MRS. HENRY OSGOOD HOLLAND.....	142
American Education Week.....	74
American Health Congress, The AMERICAN CHILD HEALTH ASSOCIATION.....	669
Amusing the Young Patient. REBECCA J. WILLIAM.....	530
Answering Children's Questions. CECILE PILPEL.....	726
As One Principal Sees It. R. N. SNIDER.....	109
Association and the School Superintendent, The U. S. BUREAU OF EDUCATION.....	68
Back Yard Play Equipment. WEAVER PANGBURN.....	475
Betsy's Tan Coat. MARION M. MILLER.....	619
Better Babies by the Bushel. ELIZABETH TILTON.....	374
Better Homes. JAMES FORD.....	333
Book Page. WINNIFRED KING RUGG..... 48, 110, 174, 236, 305, 369, 422, 501, 554, 629, 679, 709	
Books and the Summer Vacation. HELEN A. STOREY.....	676
Books for Mothers and Fathers. ALMA L. BINZEL.....	179
Broken Children. JUDGE CAMILLE KELLEY.....	691
Buying Books in Sets. DOROTHY WHITEHEAD HOUGH.....	203
Campaign for Beautiful Playgrounds, A MABEL TRAVIS WOOD.....	157
Case of the Non-Theatricals, The CHARLES C. GRAY.....	608
Celebrations in the Schools. AIDA DE ACOSTA ROOT.....	495
Character the Major Objective. JOY ELMER MORGAN.....	411
Character Through Personal Example. WOODROW WILSON.....	133
Chat With the Family, A.....	313
Child Health Platform, The AMERICAN CHILD HEALTH ASSOCIATION.....	288
Child Management. DR. D. A. THOM..... 111, 176, 247, 306, 353, 408	
Child Psychology Experiment in the Storm Country, A AMERICAN RED CROSS.....	140
Child Welfare Day and the Woman Who Made It. M. W. R.....	330
Child's Christmas. MARTHA HASKELL CLARK.....	237
Childhood's Handicap, Parts I and II. MAE FOSTER JAY.....	261, 331
Children Who Don't Like School, The JOHN H. BUTLER.....	585
Children's Allowances. E. A. KIRKPATRICK.....	471
Children's Foundation Study Course, The—Lessons 9 to 17. DR. M. V. O'SHEA 34, 99, 162, 226, 295, 359, 431, 485, 543	75, 139
Children's Reading. SARAH B. ASKEW.....	366
Choosing Books for the Littlest Ones. ELSA H. NAUMBURG.....	200
Christmas Hazards. NATIONAL SAFETY COUNCIL.....	557
City Child's Vacation, The LUCY RETTING.....	489
City Home, The JOHN M. GRIES AND JAMES SPEAR TAYLOR.....	403
Come Into the Country! MRS. P. H. ROBERTS.....	29
Come to Asheville! P. R. A. A.....	373
Come to Atlanta! THE PROGRAM COMMITTEE.....	451
Coming Events. MARGARETTA WILLIS REEVE.....	275
Concerning Dolls. MARY S. HAVILAND.....	53
Conference on Parenthood, A.....	706
Congress at the Sesqui-Centennial, The.....	13
Consider Your School Board. BONNIE WORLEY WRIGHT.....	39
Co-operation Is Half the Battle. KATHERINE GLOVER.....	335
Crime and Character Education. JOY ELMER MORGAN.....	241
Curiosity. ELIZABETH J. WOODWARD.....	172
Daily Health Habits Questionnaire. AMERICAN CHILD HEALTH ASSOCIATION.....	214
Day With a Young American, A. DORIS E. PEWTERER.....	339
Deacon Seat, The J. W. FAUST.....	549
Does Your Community Provide for Every Child? AMERICAN CHILD HEALTH ASSOCIATION.....	438
Doing It Well. CLARENCE E. FLYNN.....	675
Doing Something. MARION M. MILLER.....	527
Earning Health and Happiness. CARL L. SCHRADER.....	54, 119, 182, 246, 308, 375, 435
Editorial. MARTHA SPRAGUE MASON.....	503, 560, 631, 681, 730
Editorial. MARY L. LANGWORTHY.....	113
Educational Conferences Discover Parents. CHILD STUDY ASSOCIATION OF AMERICA.....	167
Education Expands Its Horizon. KATHERINE GLOVER.....	705
Education Is Guided Growth. JOY ELMER MORGAN.....	354
Ensemble or "Together" Playing. HELEN NORFLEET.....	627
Everybody Busy in a One Room P.T.A. MRS. GEORGE C. ALLEN.....	151
Extension of the Study Circle, The GRACE E. CRUM.....	

	PAGE
Fifteen Questions for Mothers. DOUGLAS A. THOM, M.D.	292
First Conference on Parenthood, The HELEN A. STOREY	301
First Prize Story. MRS. JOHN T. CLARKE	325
First Things First. M. HELEN DAVIES	9
Five Months' Difference. V.S.M.	694
Form for Safety Survey. NATIONAL SAFETY COUNCIL	722
"For Services Rendered." MARTHA SPRAGUE MASON	538
Forward March Toward the Perfect Child. KATHERINE GLOVER	547
Freshen the Phrasing. MARY S. STOVER	33
Friendly Indifference. MARION M. MILLER	497
From the Teacher's Point of View. W. H. GRAYUM	147
Fun at Home. M. S. BRIDGE	399
Fundamentals of a School Health Program. AMERICAN CHILD HEALTH ASSOCIATION	41
Getting the Picture of Health. KATHERINE GLOVER	349
Girls' Athletics—Wise and Otherwise. LILLIAN SCHOEDLER	591
God of the Heart and Hand (Poem) SUE BRAME	642
Growing Back Bones. MARY S. HAVILAND	215
Growing Up from Babyhood. EDNA BRAND MANN	620
Habit Formation as Applied to Good Manners for Children	
ELSIE C. MEAD and THEODORA MEAD ABEL	581
Hallowe'en Suggestions	89
Handwork for Children. EDWARD YEOMANS	457
Hard-of-Hearing Child in School, The LOUISE M. NEUSCHUTZ	97
Health Rules and the Little Child SIDONIE M. GRUENBERG	498
Health the Whole Day Through. M. H. BURLESON	47
Highlights of the Recreation Congress. THE REPORTER	221
High School Boys Matriculate in Community Health. AMERICAN CHILD HEALTH ASS'N	170
Higher Education for Girls. JOSEPHINE T. ALLIN	23
Holiday Fun in the Open. AMERICAN CHILD HEALTH ASSOCIATION	233
Home,—A Fable, The (Poem) MARGARET R. DODGE	452
Home and the Garden, The LOUISA YEOMANS KING	463
Home and the Health of School Children, The DR. HUGH S. CUMMING	517
Home and the Nation. HON. HERBERT HOOVER	450
Home and the Play Spirit, The J. W. FAUST	478
Home as a Co-operative Institution, The T. M. SLOANE	521
Home Dramatics. MABEL FOOTE HOBBS	282
Home Economics Cottage, The EMELINE S. WHITCOMB	393
Homes for Children to Grow In. KATHERINE GLOVER	493
Honor Roll of the Summer Round-Up	324
Hot School Lunch, The THE FARMER'S WIFE	293
House That Health Built, The SARA E. BOWER	428
How Can the "P.T.A." Help the School? ELSIE STALLMAN	596
How Safe is Your School? FLORENCE NELSON	723
How Some Communities Celebrate Christmas. PLAYGROUND AND RECREATIONAL ASS'N	217
How the Congress of Parents and Teachers Can Assist in Promoting American Education	
Week. JNO. J. TIGERT	132
How the Home Can Help the School. JOINT COMMITTEE	45
Indoor Playroom, The J. W. FAUST	277
Interpreting Education. JOY ELMER MORGAN	159
Intuition versus Training. ALICE FISHER LOOMIS	425
Is Your Child Jealous? THE NATIONAL COMMITTEE FOR MENTAL HYGIENE	173
Jazz Health Play. SKIDMORE COLLEGE STUDENTS	552
Keeping a Health Budget. ELIZABETH COLE	205
Kind of Obedience We Want, The CECILE PILPEL	51
Knighthood of Youth, The MARY S. HAVILAND	149
Know Your Children. LORNE BARCLAY	7
Letter from President Coolidge	690
Let Us Sing. RUTH HALLER OTTAWAY	525
Look Ahead to May Day, A KATHERINE GLOVER	287
Lost—A Boy! ANON	235
Lunch at District Number 3. BESS M. ROWE	244
Make-Believe versus Reality. MARION M. MILLER	365
Making a Health Program Work	42
Making Citizens. SARAH BYRD ASKEW	423
Making Good Americans. C. S. ROBINSON	648
Making Health Mean Something. EDITH STUCKEY	392
Making the Children's Vacation a Success. I. R. HEGEL	623
Mary Discovers Play-School. JOSETTE FRANK	555
Mary McSkimmon—A Great Teacher. JOY ELMER MORGAN	481
Masque of Old Loves, A FAITH VAN VALKENBURGH VILAS	341
Matter of the Movies, The PATTEN BEARD	264

	PAGE
Mental Characteristics of the Normal Child. ARNOLD GESELL, M.D.	672
Mental Health to the Fore. AMERICAN CHILD HEALTH ASSOCIATION	169
Moral Training in the Home. DR. RICHARD C. CABOT	473
Mothers I Have Known. EUGENIA WHYTE	94
Motion Pictures and Our Ideals. DR. E. P. PFATTEICHER	460
Music as a Vital Part in Education—Part I and Part II. RUTH HALLER OTTAWAY	80, 144
Music in the Home. MRS. EDGAR STILLMAN KELLEY	468
Music in the Public Schools—Part I and Part II. GLENN H. WOODS	211, 267
"National Congress Presents, The"	370
National Demonstration in North Dakota	626
National Life Membership Cup. ESTHER N. COOPER	377
National Music Week. C. M. TREMAINE	April Cover
National Office Notes. FLORENCE V. WATKINS	56, 120, 184, 248, 311, 378, 439, 510, 565, 635, 682
"National, The." MARGARETTA WILLIS REEVE	515
Neglected Foods, The. ALICE FISHER LOOMIS	613
Neighborhood Parties. NINA B. LAMBIN	25
New Curriculum, The. JOY ELMER MORGAN	31
New Education Bill, The. JOY ELMER MORGAN	223
New Year's Resolutions of a Teacher. DALLAS LORE SHARP	270
Not One Day But All Days. AIDA DEACOSTA ROOT	553
Nutrition and Growth Creed. MICHIGAN AGRICULTURAL COLLEGE	551
Other Child, The. E. W. G.	204
Overcoming Children's Fears. DOUGLAS A. THOM, M.D.	655
Our Goal—The Normal Child. HERBERT HOOVER	670
Our New Year. MARGARETTA WILLIS REEVE	729
Outdoor Pageantry. MABEL FOOTE HOBBS and MABEL TRAVIS WOOD	535
Outline for a Study of Curiosity. CHILD STUDY ASSOCIATION OF AMERICA	240
Outline for a Study of Obedience. CHILD STUDY ASSOCIATION OF AMERICA	51
Outline for a Study of Punishment. CHILD STUDY ASSOCIATION OF AMERICA	115
Parent and Child. ELLA LYMAN CABOT	453
Parents and Teachers. THE AUTHORS	58, 123, 186, 250, 314, 380, 441, 512, 567, 637
Parents Plus the School. OLIVE M. JONES	5
Parent-Teacher Night School Class, A. MRS. E. D. MORRISON	345
Physical Characteristics of the Normal Child. RICHARD M. SMITH, M.D.	673
Physical Education Committee, The. DR. C. WARD CRAMPTON	209
Picnic Recreation. PLAYGROUND AND RECREATION ASSOCIATION	714
Piping Hot on Shivery Days. THE FARMER'S WIFE	357
Play and Play Spaces. AMERICAN CHILD HEALTH ASSOCIATION	720
Play and Rest. ALICE FISHER LOOMIS	667
Playgrounds and the Polls	283
Playgrounds and Safety. AN EDITOR	30
Playground Collection Club, A	666
Playground Leadership. J. W. FAUST	663
Plea for Temptation, A. MARY S. HAVILAND	659
Plea for the Under-Privileged Child, A. JESSIE S. MEARS	17
P.R.A.A. Twenty Years Old. P.R.A.A.	504
Premature Virtues. MARY S. HAVILAND	483
Pre-School Circle, The—Part I and Part II. ROSA M. WALKER	355, 415
Pre-School Work in Georgia. LILLIAN M. ALEXANDER, R.N.	531
President and Our Six P's, The. ELIZABETH TILTON	363
President's Message, The. MARGARETTA WILLIS REEVE	3, 67, 131, 195, 259, 323, 387, 451, 515, 579, 643, 729
Pretty Room, The (Poem). MARY GRAY NEWBURN	263
Prevention Greater Than Cure. FLORENCE A. SHERMAN, M.D.	588
Program Making. MARTHA SPRAGUE MASON	653
Programs	2, 66, 130, 194, 258, 322, 386, 505, 564, 634
"P.T.A. Mutualista Mexicana" FANNY H. MARTIN	401
Pulling Together Always. MARY MCSKIMMON	645
Purposes of a Mental Hygiene Committee. DR. DOUGLAS A. THOM	467
Putting the Sun into Sunday. LOIE M. BRANDON	716
Report of I.K.U. Convention. IDA S. MCKENZIE	119
Road to Understanding, The. SIDONIE M. GRUENBERG	49
Round Table, The. FRANCES S. HAYS	122, 238, 307, 371, 437, 507, 561, 632
Round Table, The—Committees at Work. EDNA B. ROE	731
Safe and Sane Christmas. KATHERINE GLOVER	231
Safe and Sane Hallowe'en, A. J. W. FAUST	88
Safe Course in Extra-School Activities, A. KATHERINE GLOVER	103
Safety Education by Co-operation. DR. A. B. MEREDITH	112
Salutation of the Dawn, The (Poem)	310
School Credits for Home Reading	79
School Helps. HON. ADAM McMULLEN	529
School of Tomorrow, The. JOY ELMER MORGAN	657



	PAGE
Score Card for Rural Schools, A BESS M. ROWE.....	11
Score of Parents in Care of Children. DR. CAROLINE HEDGER.....	430
Second Prize Story. MRS. E. M. HAWES.....	326
Service in the Ranks. MARGARETTA WILLIS REEVE.....	579
Sheltered, The SARA BURGE RITTMANN.....	107
Shy Child, The MARION M. MILLER.....	725
Skidmore College Health Plan, The BY THE STUDENTS.....	549
Sleep for Children. HARRIET WEDGWOOD.....	666
Social Hygiene Committee, The DR. VALERIA H. PARKER.....	108
Some Suggestions for Parents. L. R. ALDERMAN.....	285
Sound Foundation of Life and Health, A AMERICAN CHILD HEALTH ASSOCIATION.....	168
Spanish Citizens. M. R. SANDOVAL.....	534
Speak for the Trees. RUSSELL T. EDWARDS.....	397
Spring Conventions.....	421
Star of the East. EUGENE FIELD.....	196
Starting on the Right Foot. NATIONAL THRIFT COMMITTEE.....	273
State News.....	684, 734
Stone Mountain.....	506
St. Patrick's Day Program, A MABEL TRAVIS WOOD.....	419
Street Playgrounds. NATIONAL SAFETY COUNCIL and the PLAYGROUND AND RECREATION ASS'N.....	599
Study Outline—Planning for the Summer. CHILD STUDY ASSOCIATION OF AMERICA.....	559
Study Outline—Playthings. CHILD STUDY ASSOCIATION OF AMERICA.....	676
Study Outline. CHILD STUDY ASSOCIATION OF AMERICA.....	726
Study Outline on Health.....	501
Subscriptions. THE CIRCULATION MANAGER.....	384
Substitutes for Nagging.....	106
Summer Round-Up of the Children, The THE CAMPAIGN DIRECTOR.....	4, 396
Summer Round-Up of the Children in Dresden, Ohio, The MRS. T. W. STANLEY.....	409
Summer Safety. SUZANNE MORIN SWING.....	661
Summer Work for Pre-School Circles. MRS. CLIFFORD WALKER.....	604
Sunshine and Health. ALICE FISHER LOOMIS.....	717
Teaching Summer Safety Upon the Playground. EARL J. REEDER.....	697
Teaching the Toddlers. V. S. MARTIN.....	201
Thanksgiving Suggestions. J. W. FAUST.....	153
That "Straightening Up" Problem. CAROLYN H. RHONE.....	583
Third Prize Story. THE BAKER SCHOOL.....	327
Thoughts for the New Year. JOY ELMER MORGAN.....	271
"Tie That Binds, The" MARY S. HAVILAND.....	413
To All Parents Everywhere. KATHERINE BROOKMAN.....	389
Training Children in Thrift. KATHARINE CHAPIN HIGGINS.....	590
Training in Health Habits. HERBERT R. STOLTZ.....	46
Training Our Children for the Motor-Age Perils. SYDNEY J. WILLIAMS.....	69
Two Bobbies and Two Mothers. CECILE PILPEL.....	243
Two Sides of the Screen. L. OWEN STARR.....	406
Unconscious Teaching. LYDIA LION ROBERTS.....	72
Unruly Member's Truthful Tale, The—Part II and Part III. DR. C. WARD CRAMPTON.....	19, 83
Use of the Habit Clinic, The NATIONAL COMMITTEE FOR MENTAL HYGIENE.....	222
Vacation Business. MARGARETTA WILLIS REEVE.....	643
Vacations or Vacuities. MARY S. HAVILAND.....	707
Visiting Lady Remembers, The BESS M. ROWE.....	284
Water Sports. PLAYGROUND AND RECREATION ASSOCIATION.....	711
Weights and Measures. MARY S. HAVILAND.....	337
What About Athletics for Your Girl? ABBIE CONDIT.....	87
What Associations Are Doing for Health. HETTY L. SORDEN.....	105
What is a Healthy Child? HARRIET WEDGWOOD.....	350
What Is Culture? JOY ELMER MORGAN.....	95
What is Done With the National Leaflets? NANCY B. EATON.....	161
What Parents Are Asking. SIDONIE M. GRUENBERG.....	299
What Place Has Punishment in Child Training? MARION M. MILLER.....	115
What To Do on May Day. AIDA DEACOSTA ROOT.....	494
What to See. ELIZABETH K. KERNS.....	152, 239, 266, 348, 405, 470, 532, 598, 650, 703
Who Was to Blame? EDWARD DREIER.....	391
"Why Do We Do Right?" MARY S. HAVILAND.....	605
Why Health Education in the School Program? THERESA HAAGA.....	290
Why Not a Home Play Week? MABEL TRAVIS WOOD.....	664
Winter Sports Contests. AMERICAN CHILD HEALTH ASSOCIATION.....	234
Wise Gifts. ELAINE WESTALL GOULD.....	197
Word Formulas for Young Babies. VIAHNETT SPRAGUE MARTIN.....	137
"Words, Words, Words." MARY S. HAVILAND.....	539
Work and Play for High School Students. FRANCES MARY HUGHES.....	207
World of Make-Believe, The SIDONIE M. GRUENBERG.....	177
Years Before School, The—Part I and Part II. BERNICE F. VAN CLEAVE.....	651, 701
Youngest Life Member, The BY HIMSELF.....	514



